

Proyecto de Mejoramiento Pedagógico Pedagogical Improvement Project (2010 – 2014)



Report from the Mid-Term External Evaluation 2010 – 2011

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1. Introduction

The Norwegian Lutheran Mission in Bolivia (MLNB) has legally been working in the country since April 1980, when a proper legal status was obtained, which then was recognized by the Supreme Resolution No. 192360. One of the first actions taken was in the health field, more specifically, in the Municipality of Acacio in the Bernardino Bilbao Rioja Province of the Potosí Department, where a hospital with its system of small health clinics in several communities was built and managed. After two decades, as planned, it was transferred to the Municipal Government.

Some years later, they expanded their religious actions and rural development to the departments of Chuquisaca, Cochabamba and Santa Cruz in the fields of social communication, agricultural production, basic sanitation and drinking water, and as it could not be in any other way, also in regular education. These projects, corresponding with its religious purpose, had always aimed primarily at families and people in the rural and marginal urban sector, usually living in subhuman conditions when considering the criteria of income, access to health services and educational level.

Although the first Norwegian missionaries arrive in Bolivia in the early seventies, in Cochabamba they commence their activities in the religious field in the early eighties, almost immediately after its legal constitution. In 1997, the Evangelical Christian Lutheran Church (ICEL) is established, and in 1999 obtains its legal status and therefore is institutionalized and since then manages some of the projects MLNB develops in the country.

In Cochabamba, in the OTB¹ "Villa Satellite", District 5 Tiquipaya, ICEL implemented from 2001 to 2010 the Lutheran Educational Project "Jesus Maestro". This project involved the construction of an educational complex and also the development of socio-pedagogical actions aimed at providing opportunities and optimal conditions in terms of infrastructure and equipment to students from low-income and poor families in the community and district. In the same way, it aimed at substantially reducing the high rates of school dropout and failure rates and to improve the quality of education in the population. These objectives were roughly met in the set time, though, as a result of it, there were still several challenges, especially when you consider that the school population increased significantly and the legal, political and socio-educational context of the country changed substantially.

In order to take on the major challenges discovered by the Lutheran Education Project "Jesus Maestro", ICEL is implementing in 2010 - 2014, the Pedagogical Improvement Project that will cover virtually all the educational Sub-District "Toribio Claire", located in District 5 in Tiquipaya². The actions of the project are aimed towards a strictly pedagogical and institutional component of regular and special alternative education.

¹ Translator Note: OTB is *Organización Territorial de Base* in Spanish, which is a legally recognized community group that may obtain certain government benefits and can have a say in local government. The literal translation would be Territorial Grassroots Organization, but the Spanish acronym is used throughout the document.

² During the field work one could verify that in the two first years of implementation of the project (2010 and 2011), intensive actions were carried out in 8 of the 10 schools. These are: "Toribio Claire", Ciudad de los Niños primary, "Jesus Maestro" Primary, "Jesus Maestro" Secondary, Special Education Centre "Jesus Maestro B", Los Molinos, CIFA Intermedio and CIFA Medio. The

This document contains information about the external mid-term evaluation that was conducted to the Pedagogical Improvement Project (2010 - 2011) which, as noted, is being implemented, in general, in District 5 of the Municipal Section Tiquipaya and, specifically, in the educational Sub-District "Toribio Clause".

The Mid-Term External Evaluation of the Pedagogical Improvement Project was performed using quantitative and qualitative methods, and addressed basically the topics related to the institutional history, the thematic and geographic coverage, results and socio educational difficulties. It also looks at perceptions of the various actors of the educational community and the challenges, which after two years of implementation, still remain to be met during the remaining years of the project. In the same way, proposals and the contributions that have been made creating and consolidating the Pedagogical Improvement Project as an extension of the Lutheran Educational Project "Master Jesus" are made explicit for thereby assisting in improving educational quality^{3 4} in the Municipal Section Tiquipaya.

We believe that the results of the external evaluation contributes with criteria, input, data and information for the formulation and / or reformulation of the policies, strategies and action plans of the Pedagogical Improvement Project so that their actions, in the remaining three years are more efficient, taking into account the demands of the recipients, the new legal, educational and political framework and current and new educational guidelines of the state and plurinational education system.

two remaining schools (Libertad and 26 de Febrero) even though they received extensive attention, they will be incorporated as beneficiaries from 2012.

³ Translators note: In Spanish the term "*calidad y calidez educativa*" is used. Both words are translated to *quality* in English; where *calidad* refers to the technical side, whereas *calidez* refers more to the human side of quality.

⁴ The category ***calidez educativa*** was incorporated as a result of reflections that were developed in the course of the work, with teachers, families and students in the educational Sub-District "Toribio Clause" and, because of this, is a substantial part of the objective of the project. A conceptual approach developed by the technical team, we will see in section 5.1 of this document.

2. Methodological aspects of the evaluation

The half-term External Evaluation of the Pedagogical Improvement Project was carried out to evaluate the first years (2010-2011) of the work in the Sub-District “Toribio Claure” of the Municipal Section of Tiquipaya, Province of Quillacollo, Department of Cochabamba. The project, as we know, emerges to respond to the socio-pedagogical challenges reported by the Lutheran Education Project “Jesus Maestro” after its implementation in the decade 2001-2010, with the purpose of improving the quality of education in District 5 in particular, and in the Municipality of Tiquipaya in general.

In the following paragraphs we will show the objectives that helped guide the evaluation process, the type of investigation carried out, the technics used to gather and systematize the information and the population or principal beneficiaries to whom the project is directed.

2.1 General objective

The general objective is to express value judgments related to the accomplishment of the system of aims and objectives of the Pedagogical Improvement Project. The project has been implemented from 2010 till this date, in the Sub-District “Toribio Claure” of the Municipal Section of Tiquipaya, Province of Quillacollo, Department of Cochabamba, with the prospect to respond with quality and relevance to the educational demands of the less favoured social sectors in the area.

2.2. Specific objectives

- Reconstruct, with the participation of various actors in the educational community and using various sources, the process of construction and institutionalization of the project considering the socio-political processes being experienced by the Bolivian state and society in general and the municipality of Tiquipaya in particular.
- Determine the geographic and population coverage according to the strategies of educational activity that the project is developing in the first two years of its cycle.
- To state the results achieved and not achieved to date, emphasizing the factors that led to it, with a view to suggest the appropriate adjustments to ensure proper implementation of the project in the remaining years before its closure.
- Understand the perceptions and expectations of various stakeholders in the education community regarding the actions and the results of the project.
- Identify, considering the current legal framework and the socio-educational situation in the country, the key aspects that the project should consider in adjusting its strategic plan and institutional policies.

2.3. Type of investigation

The evaluation relied on three types of research; historical, quantitative and qualitative. The historical allowed us to reconstruct the development of the Pedagogical Improvement

Project, from its inception to the present within the Lutheran Education Project "Jesus Maestro" framework, using source documents and testimony from key informants. The quantitative, on the other hand, allowed us to establish the geographic and population coverage of the Project from the statistical estimation and measurement through indicators. Finally, qualitative research helped to explain and justify systematic trends and the perceptions and expectations about the partial implementation of the project, based on information collected in the various fields and from various actors.

Quantitative research allows enumeration and measurement through mathematics. It should be subject to criteria of reliability and validity; seeking to reproduce numerically the relationships between objects and phenomena, and is usually related to the design called "traditional or conventional." On the other hand, through qualitative research one may approach those phenomena that cannot be captured and interpreted by statistics; applying inductive inference and criteria of credibility, transferability, confirmability, using multiple sources, but preferably observation and open interviews as techniques in data collection (Cerdeira 1993: 47 and 48).

Qualitative research seeks to reach knowledge from within, through the understanding of intention and the use of empathy, whereas quantitative research seeks to reach knowledge from outside, through measurement and calculation. Qualitative research tends to be more inductive, while quantitative more deductive (Barrantes 2002: 68).

This implies that during the Evaluation process there was no reason to dichotomize and contrast the qualitative and quantitative research. Rather, both types of research complemented each other, thus giving a wider and better approach to the object of the evaluation, since they are "two general ways of viewing reality and the tools needed to know and handle it" (op . cit.: 67).

2.4. Investigation technics

Because the evaluation primarily consisted of value judgments regarding the results achieved as an effect of the actions undertaken by the project and its relation to the system of goals and objectives; within the communities, district and the municipality, the techniques used were document review, questionnaires and interviews.

Through the documents revised we collected, reviewed and systematized the information contained in existing institutional records of the project, operational plans and bi-annual and annual performance reports, the institution's general and operational proposals, agreements signed with state and private institutions, documents systematizing experiences and events, educational materials developed and the internal documents that were produced in the framework of the project.

The questionnaire allowed us to collect specific quantitative information from the management and technical and administrative staff of the project on the geographic and population coverage of the project, participants in the educational events as well as the gathering of ideas and concepts inherent in the project design and concepts that were built as the project was carried out in order to give greater support and build technical and operational policy.

We also used in-depth semi-structured interviews that "... take the form of colloquial dialogue, supplementing ..." (Martinez s / n: 68). This occurs through "repeated face to face meetings between the researcher and the informants, meetings directed towards understanding the perspectives held by the informants about educational processes that the institution carries out in the various districts and educational communities. The interview was designed as a conversation, a frank and open dialogue that has the purpose of obtaining information about a subject, event or phenomenon related to feelings and opinions that cannot be observed.

Through the interviews we could discuss the project and its partial results with almost all actors in the educational community to which the Pedagogical Improvement Project is directed, i.e., we spoke with principals and teachers from six educational units, students and parents in the schools where the project carries out its actions, municipal authorities and members of the Department of Human Development Department of Tiquipaya and the Tiquipaya District Administration of Education (see Appendix 1).

The interviews conducted during the field work, among other things, also involved visits to schools where the project carries out its work. During these visits we observed the activities developed by the project and it also allowed us to talk, informally, with some beneficiaries of the project about their perceptions and expectations regarding the coming years.

2.5. Geographical coverage

The evaluation, by design, included eight of the ten schools in the Educational Sub-District "Toribio Claure," establishments which the Pedagogical Improvement Project was able to cover in the first two years of implementation. These schools are "Toribio Claure", Ciudad de los Niños Primary, "Jesus Maestro" Primary, "Jesus Maestro" Secondary, Special Alternative Education Centre "Jesus Maestro B", "CIFA Intermediate", "CIFA Middle School", and "Los Molinos". In the two remaining schools ("Libertad" and "26 de Febrero"), the project, according to the project managers, will initiate actions from 2012.

3. A brief description of the political and socio-educational context of the country

Bolivia, according to the new State Constitution passed in 2009, describes itself as a Plurinational State, and recognizes as official the languages of the indigenous peoples living in the country and also plans to build a society based on decolonization, something which implies the coexistence without any discrimination and exploitation. In the same way, some of the ethical and moral principles of indigenous peoples assume constitutional provision; in force so far: do not be lazy, do not lie or be a thief, the good life⁵ and the noble life.

The new constitution stipulates that the education system is now intracultural, intercultural and multilingual, as well as participatory, community based and with a focus on decolonization, as well as recognizing the social participation of community parents in education. Among other things, it states that education should address the technical components, technology and production and that the State shall promote quality education. It respects freedom of conscience and should promote the teaching of all religions, including the spirituality of the various indigenous peoples.

On the other hand, the current Education Act "Avelino Siñani y Elizardo Pérez" which was passed in December 2010, in general confirms the educational provisions that are in the new constitution. One of these precepts is decolonization as a base and an end for education, and also as a principle for curriculum organization. Another new element that stands out in this act is the pluri-national education system as a correlate of the Plurinational State which recognizes indigenous peoples as nations with their respective educational systems but, beyond the recognition, it involves the acceptance of their knowledge and wisdom, as knowledge systems, and their own systems of philosophy and pedagogy.

Bilingual intercultural education is maintained as a principle and basis of the education system, but now with the term intra-cultural, inter-cultural and multilingual education. Intra-culturality promotes the cohesion and strengthening of indigenous and native nations, as well as those of African descent, and that the educational system incorporates a plurinational curriculum with knowledge and wisdom of indigenous peoples. On the other hand, inter-culturality is the symmetrical relationship between proper knowledge, wisdom, science and technology and the foreign knowledge, which should strengthen the identity and equal interaction between cultures. It reaffirms the secular, pluralistic and spiritual education, and involves the development of indigenous religiosity alongside religions which historically exist in Bolivia. Similarly, we reiterate the purpose of developing educational processes for life and in life to achieve the good life, aspects that are related to educational quality.

The new legal and juridical framework in Bolivian education, as shown in the preceding paragraphs, contains several aspects, which in comparison with other countries of the region are both more relevant and more advanced from the perspective of social organizations and movements, mainly indigenous. Several of the proposals and political and educational demands that were developed in the eighties within social movements,

⁵ Moral and ethical principle that is alive in the indigenous peoples of the Andean, Eastern Bolivia, Chaco and the Bolivian Amazon that, roughly, becomes a paradigm based on the ethics of sufficiency, promoting a life in balance with Mother Earth.

have now become constitutional. It had to be the social movements, through proposals and constant pressure, which caused the legal changes in the fields of politics, society and economy that have been conducted in the country.

After three years of implementation of the new laws, the legal transformation of the state and society in general and education in particular, is yet to be seen in public institutions that manage the education system, both nationally and on departmental and municipal levels. The Departmental Education Services and the District Directions of Education, based on their institutional tradition, are still awaiting instructions from the Ministry of Education before implementing the new educational reform. The Ministry of Education, meanwhile, is focused on the task of regulating the new law and has so far failed to show significant progress in relation to institutional and curricular educational changes, aspects that should make themselves visible in the schools, in the classroom and, crucially, in the language and practice of directors and teachers.

Several advances in education that had been achieved during the nineties were stopped. This was mainly those related to intercultural bilingual education and social participation in education, and which source and social organizations were established in public policy. Moreover, against the legal vacuum⁶ and the lack of political will to implement the new principles of education, most teachers returned to traditional behaviourist educational practices, where dictation and the use of old textbooks prevail.

During 2011, despite a more favourable legal framework than ever before in the country, the Ministry of Education in September began the socialization of the Base Curriculum Design⁷ for the Plurinational Education System and the Curriculums for Regular, Alternative and Special Education, and also for Higher Education; the latter restricted to teacher training⁸. The preparation of these documents was started when the new education law was yet in the preliminary phase.

The Ministry of Education instructed the implementation of the national curriculum bases for the regular education in 2012. This was something which from every point of view was plausible, because one finally, in the strictly pedagogical, could implement the Education Law "Avelino Siñani and Elizardo Perez" that many sectors were awaiting. But

⁶ From 2004 to 2010, a period of questioning the Reform Education Act, although the Act was still in force, there were three types of behaviour in teaching practice: a return to traditional practices marked in the Bolivian Education Code of 1995, a continuation of the constructivist focus from the Act 1565 and the incipient application of the new assumptions of the new Education Act which at the time was still in the planning phase.

⁷ The new education law also prescribes the management of regional and diversified curricula which should be implemented by now, but, unfortunately, the responsible authorities do not know the regulations and procedures. Given this situation, social organizations, backed by some NGOs including First Nations Education Councils (CEPOs), are developing action-oriented diversified regional curriculum design.

⁸ The Ministry of Education, despite the empowerment of the new Education Act, does not have impact on the institutional and curricular transformation of higher university education, firstly because of the effect of university autonomy and, second, because of insufficient political will from the state. Some public universities, on its own initiative, initiated reflection and debate regarding the interculturalization and / or decolonization.

unfortunately it fell through and had to be postponed because the teachers protested through their labour unions, on the lack of information and training on the subject.

As seen, the impact in the beginning of the transformation of the education system from the State side has been very faint and weak. From our point of view, there are several reasons for this outcome, but among the most important we can mention the lack of political will by the State, insufficient capacity of the state's educational apparatus, lack of qualified human resources, the social control by the masses which was distracted in the political and legal struggle, the breakdown of the common and indigenous movement that has been promoting the transformations and the conservative mentality of the teaching profession's culture.

It is in this legal and socio-political context that the Pedagogical Improvement Project is implemented in District 5, Tiquipaya, with the mission to replicate the socio-pedagogical achievements of the Lutheran Education Project "Jesus Maestro", after its implementation in the decade 2001-2010, with the purpose of improving the quality of education in District 5 in particular, and in the Municipality of Tiquipaya in general.

The Pedagogical Improvement Project, in order to comply with its objectives and results, should not await the instructions and regulations of the new education law because, as shown in the process described in the preceding paragraphs, the dynamics of the state are different. On the contrary, the Project must develop actions targeted at the new educational principles and contribute to the management of public policies on departmental and national levels, from the community and district level and in coordination with educational actors.

4. A Brief description of the Municipality of Tiquipaya and District 5

In this section, in order to place and characterize the location where the Pedagogical Improvement Project is implemented, we will present the most important information about the Municipality of Tiquipaya and District 5 on a historical, territorial, demographic and educational level. This information constitutes the baseline for the specified project because it will allow, considering data and factual information, expanding its geographical coverage rational action, as requested by several actors in Tiquipaya⁹, because it also has the necessary legitimacy and is the only institution¹⁰ that can assist in the municipality on the subject of regular education considering the new educational requirements that govern the country.

4.1. General characteristics of the Municipality of Tiquipaya

a) Historical aspects

Tiquipaya was and is today a centre of contact and interaction of groups with diverse socio-cultural and ethnic identities, as a result of migration motivated by the "fertile warm land" suitable for agricultural production. It is known that throughout the Lower Valley of Cochabamba, from pre-colonial times, there were intense migratory flows. Indeed, long before the arrival of the Incas, the Cochabamba valleys were a microcosm of ethnic pluralism where different kingdoms in the highlands, from southern Peru to northern Chile, have established their colonies to cultivate maize, using their fertile warm land (Bustamante 2005: 65).

When Spanish settlers arrived in Cochabamba to carry out a census of the population, about the end of the fifteenth century, they found a continuous movement of people and goods circulating between the valley and the highlands, which resulted in a particularly plural and moving ethnic context. In Tiquipaya, in that period, the colonial authorities were proposed to form a people (a reduction) of the multi-ethnic reality (Bustamante 2005: 66). At that time, the Indians residing in the town of Tiquipaya were composed of fifteen different ayllus (Gordillo and del Rio 1993: 14 - 16).

In the period of the Republic, depending on the political-economic models, the behaviour of the people of Cochabamba valley was different. During the mining boom a significant part of the population migrated to the mining centres of Northern Potosí, some after several years returned to their places of origin. It was with the so-called relocation, as a result of the Supreme Decree 21060 of 1985, that many mining families migrated to the Department of Cochabamba, in general, and Section Tiquipaya City in particular.

These facts show that Tiquipaya, with its migrant population, is the result of human movement that has always occurred in the country and in the Department of Cochabamba.

⁹ This section presents a summary of Chapter 2 of the Book "*The Lutheran Educational Project "Jesus Maestro" (2001-2010). Systematization of an educational experience in process*" that was developed by the same authors in 2011.

¹⁰ Until 2011 the Popular Development Institute (INDEPO) worked in close coordination with the District Office and with the approval of the Departmental Education of Tiquipaya. Among other actions, they developed the curriculum for the township and intensively trained teachers working in the municipal section in curriculum management.

The current ethnic cultural plurality is an essential feature of Tiquipaya that was built historically and that must be considered when managing projects.

b) Geographical aspects

Tiquipaya is the Third Municipal Section of the Province of Quillacollo; it is part of the Department of Cochabamba¹¹ (see Appendix 2, Maps 1, 2 and 3). It has a land area of 186,644 hectares, divided into two zones or sub regions which are the Cordillera (Mountain Range) and the Valley. In the Mountain Range region Districts 1, 2 and 3 are located, and together comprise 98% of the entire surface of Municipal Section of Tiquipaya. In the region of the Valley, meanwhile, are Districts 4, 5 and 6 which together constitute 2% of the total area of Tiquipaya. Villa Satélite, where the establishment "Jesus Maestro" is, is located in District 5 (see Map 4 in Annex 2) (GMT: 25).

c) Population aspects

According to the National Census of 2001, and as shown in Table 1, the Municipal Section of Tiquipaya has 37,791 inhabitants, representing 15% of the population of the Province of Quillacollo. With this percentage, Tiquipaya is located as the third most populous Municipality after Quillacollo, with 42% and Colcapirhua, with 17%. Projections from the INE, show that in 2010 Tiquipaya would have 91,318 inhabitants, which means that within a decade its population has tripled.

Table 1
Quillacollo Province: Demographic characteristics according to municipal sections

Municipal section	Total population	Gender distribution		Geographic distribution		Growth rate between census 1992-2001	Poblational ratio of national total	Population of 15 years or above who identify themselves with indigenous origin
		Male	Female	Urban	Rural			
1° Sección Mcpal. Quillacollo	104.206	49,18	50,82	75,16	24,84	4,45	1,26	72,03
2° Sección Mcpal. Sipe Sipe	31.337	49,60	50,40	10,00	90,00	4,85	0,38	87,61
3° Sección Mcpal. Tiquipaya	37.791	48,62	51,38	70,74	29,26	11,23	0,46	72,61
4° Sección Mcpal. Vinto	31.489	49,02	50,98	45,03	54,97	4,60	0,38	83,22
5° Sección Mcpal. Colcapirhua	41.980	48,29	51,71	99,18	0,82	6,87	0,51	66,92
Total Province	246.803	48,98	51,02	66,45	33,55	5,73	2,98	74,52

Source: Our own elaboration based on INE (2002: 179). Cochabamba, February 2011.

¹¹ The province of Quillacollo consists of, apart from Tiquipaya: the first Municipal Section Quillacollo (created September 14th 1905), the second Municipal Section Sipe Sipe (created September 14th 1905), the fourth Municipal Section Vinto (created December 23rd 1960) and the fifth Municipal Section Colcapirhua (created April 15th 1985). (GMT: 24)

Following the provincial and municipal trend, of the 37,791 people living in Tiquipaya, there are more women, 51%, while the men make out 49%. Furthermore, it should also be noted that the population who resides in urban areas is 71% and the remaining 29% in rural areas.

The growth rate between censuses (1992-2001) of 11% strongly calls attention, because it places it over the other sections that, on average, reach 5.2%. In the province of Quillacollo it reaches 5.7%, the Department of Cochabamba which reached 2.9% and Bolivia which registered at 2.7%.

73% of the population aged 15 and over residing in Tiquipaya, which in absolute terms is equivalent to 16,616 persons, identify themselves as members of an indigenous group living predominantly in urban areas. Of all people who identify themselves with an indigenous origin, 63% claim to be part of the Quechua people, 9% of the Aymara people and the remaining 28% have an affinity for lowland peoples, as for example Guarani, Chiquitano, Moxeño.

d) General education aspects

Table 2
Quillacollo Province: Education characteristics according to the municipal sections

Municipal section	Illiteracy rate	School attendance rate			Level of education of high school or higher	Average years of study
		Total	6-14 years	15-19 years		
1º Sección Municipal Quillacollo	8,58	82,33	94,75	58,29	39,12	8,58
2º Sección Municipal Sipe Sipe	20,67	81,01	91,82	56,19	14,34	5,03
3º Sección Municipal Tiquipaya	9,48	83,06	94,52	59,21	33,92	7,97
4º Sección Municipal Vinto	12,29	83,26	94,45	58,81	29,28	7,26
5º Sección Municipal Colcapirhua	6,65	83,73	94,92	61,07	43,10	9,15
Total Province	10,31	82,63	94,30	58,60	34,77	7,99

Source: Our own elaboration based on INE (2002: 195). Cochabamba, February 2011.

The education in the Municipal Section of Tiquipaya, according to 2001 Census indicators, presents peculiarities almost similar to sections of the Province Quillacollo municipal and somewhat different to what happens in the Department of Cochabamba and in the country.

The illiteracy rate of Tiquipaya reached 9.5%, a percentage that places it in second place after Colcapirhua which registered 6.6%. The Quillacollo municipalities with 8.6%, Sipe Sipe with 20.1% and Vinto with 12.3% are above Tiquipaya. This 9.5% illiteracy rate puts it in a better condition than the Quillacollo Province, which presented 10.3%, the Department of Cochabamba, which recorded a 14.5% and Bolivia, which amounted to 13, 3%.

The total school attendance rate of Tiquipaya, covering the range 6 to 19 years, reached 83%, similar to the municipalities Colcapirhua and Vinto with 83% each. On the other hand, Quillacollo and Sipe Sipe had 82% and 81% respectively. This 83% is above the Department of Cochabamba, which the same year, reached 78% and Bolivia which

recorded 80%. The attendance rate at primary level (range 6 to 14 years) in the five municipalities of the Province of Quillacollo is between 91% and 94%. What is striking is certainly the rate of secondary level (range 15 to 19 years), because in virtually all municipalities, except Colcapirhua, the percentages are less than 60%.

On the other hand, the percentage of high school or access to higher education, to which people over 19 years had access, is actually very low, both for the municipalities and the province of Quillacollo. In fact, Tiquipaya presents a 34%, which was placed above Sipe Sipe (14%) and Vinto (29%) and, conversely, below Quillacollo (39%) and Colcapirhua (43%).

Regarding the average years of schooling of the population aged 19 or more Tiquipaya register an average of 7.9 years of study, which is similar to the average of the Quillacollo Province (7.9) and superior to the municipalities of Sipe Sipe (5) and Vinto (7.2) and at the same time, less than the municipalities of Quillacollo (8.5) and Colcapirhua (9.1). Regarding the Department of Cochabamba (7.3) and the national total (7.4), we see that Tiquipaya, with 7.9 average years of schooling, is relatively better off.

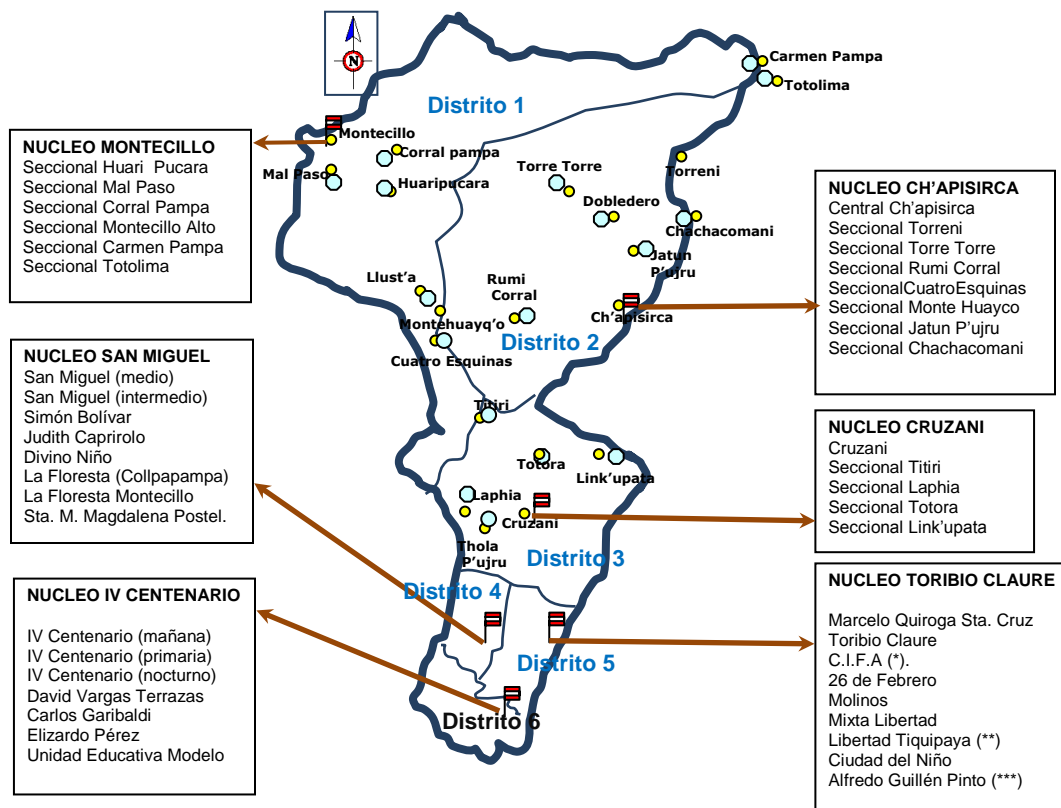
e) Education aspects of the formal education

The education in the Municipal Section of Tiquipaya is administered by the District Education Direction which depends on the Departmental Education Services of Cochabamba (SEDUCA). The education system of Tiquipaya consists of 6 educational Sub-Districts, distributed in the different districts, which offer education in all grades and levels of regular education (preschool, primary and secondary). In total there are 43 public educational institutions in Tiquipaya, of which a majority are public (90%) and the remaining 10% of agreement¹², also, 83% are located in rural areas and remaining 17% in urban areas. Within the territory of Tiquipaya there are also 8 private schools with the levels preschool, primary and secondary, all in the morning shift, with 113 classes and 169 teachers. In total, during the 2006 administration, there were 51 schools in Tiquipaya, with 573 classes and 694 teachers (GMT: 146).

In each of the 6 districts there are Education Sub-Districts with their corresponding schools, usually between 5 and 9, which are located in communities or OTBs. The Sub-Districts that have the most schools are San Miguel and Toribio Claire, with 9 schools each. San Miguel is located in the city centre and Toribio Claire and IV Centenario in population centres. They are located in districts 4, 5 and 6, respectively. On the other hand, the Sub-Districts Montecillo, Ch'apisirca and Cruzani are located in rural areas and in Districts 1, 2 and 3 respectively and thus have lower school population and its educational offer is restricted to the primary level, whereas in the three Sub-Districts previously mentioned students have access to preschool, primary and secondary.

¹² Translator note: "Agreement schools" (escuelas de convenio) are usually schools run by a (religious) organization in cooperation with the state, giving the organization certain liberties in their running of the establishment.

Illustration 1
Sub-Districts and sectional units in the Municipality of Tiquipaya



Source: Comprehensive Development Plan for Tiquipaya 2007 - 2011. Cochabamba, February 2011.

(*) At present two schools are running: CIFA Medio y CIFA Intermedio.

(**) At present this school is not running.

(***) This school, through the work carried out, is from October 2006 called "Jesus Maestro".

In the municipality of Tiquipaya, from 2001 to 2008, enrolment in formal education has increased considerably, from 11,092 recorded in 2001 to 13,225 in 2008. In eight years enrolment increased by 19%, which seems relatively normal when compared with the national and district levels. However, where we may notice a sharp increase is 2001, 2002, 2003, 2004 and 2005 where enrolment rises from 11,092 to 12,803, i.e., rising by 15%. During the years 2006, 2007 and 2008 enrolment is maintained without substantial changes and barely increased by 2.2%.

One aspect that is worth mentioning has to do with the enrolment of women; which is showing a different behaviour than that of men. Fewer women than men start out in 2001 - (5353 versus 5739) but in 2008 there is not a big difference (6578 versus 6647), although the difference at first is 386, in 2008 it is 67 students.

Tiquipaya presents these territorial, demographic and educational peculiarities. District 5 and the Neighbourhood Council of Satellite Villa are influenced by this reality because they are part of it. It is into this context that during the decade 2001-2010, the Lutheran

Educational Project "Jesus Maestro" was implemented, and where from 2010 – 2014 the Pedagogical Improvement Project is carried out.

4.2. General characteristics of District 5 of the Municipal Section of Tiquipaya

The 6 Municipal Districts of Tiquipaya were created by City Ordinance No. 18/97 on October 7, 1997. In the following section we will look at some of the most important characteristics of the districts which Tiquipaya is divided into, emphasizing on District 5, where the implementation of the Pedagogical Improvement Project is planned.

a) Territorial aspects

Table 3
Municipal Section of Tiquipaya: Districts and territorial characteristics

Districts	Territorial location	Zone Sub-region	Surface in hectares	Percentage surface	Features
District 1	North-west	Mountain range	134.482,3	72.10	Completely rural
District 2	North-east		39.331,7	21.02	Completely rural
District 3	Centric		8.993,8	5.01	Rural with steep slopes
District 4	South-west	Valley	812,1	0.37	Predominantly urban
District 5	South-east		687,0	0.40	Predominantly urban
District 6	South		2.337,1	1.20	Predominantly rural
Total			186.644,0	100.00	

Source: Comprehensive Development Plan for Tiquipaya 2007 - 2011. (GMT: 30, 35).

Districts 1, 2 and 3 are predominantly rural and belong to the zone or sub-region of the Cordillera that usually presents low temperatures during most of the year and consists of high mountains and ravines covered with low vegetation (see Table 3). Families reside in communities grouped into unions with organized living, basically, potato production and breeding of sheep, camelids, pig and poultry.

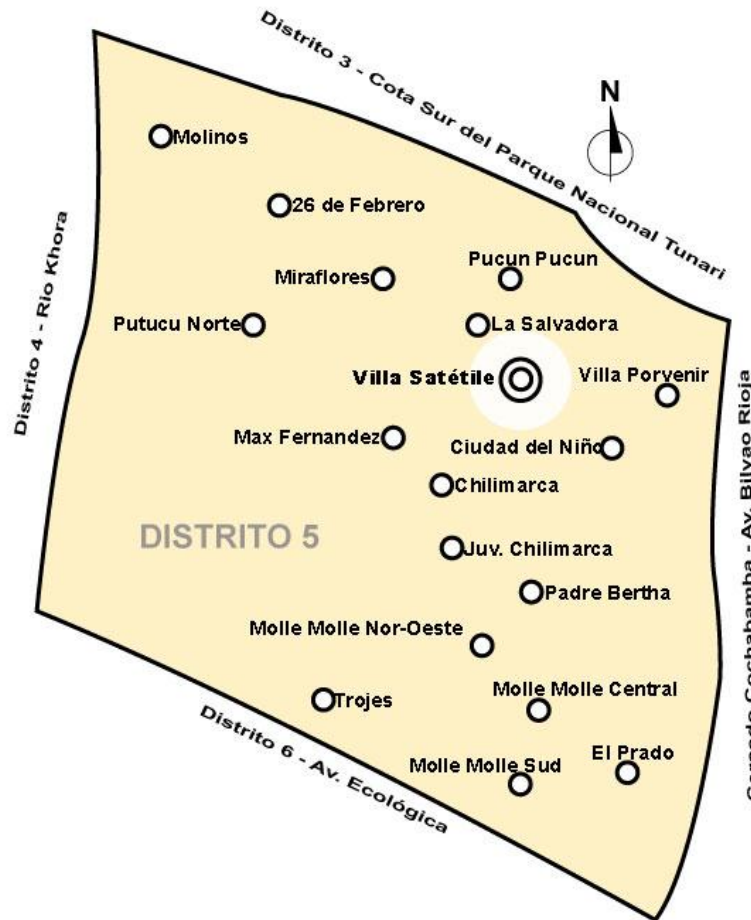
Districts 4, 5 and 6 are mainly urban, and belong to the Valley Zone. Here we still find arable land and where they produce a variety vegetables, fruits and flowers. The family economy is sustained by crop and livestock (cattle, pigs and poultry) and supplemented by the use of the labour force, either as workers or labourers employed in the same municipality or in the cities of Cochabamba and Quillacollo.

The three districts in the mountain range have the largest surface in the Municipal Section Tiquipaya. Together they comprise 98% of the total area, while the valley districts barely together comprise the remaining 2% of the surface of Tiquipaya. District 5, where the Pedagogical Improvement Project is run, is located in the valley, is predominantly urban and is the second smallest district with only 0.37% of the total area of Tiquipaya. Practically, there is no arable land because much of its territory is occupied by developments that were built during the last decades.

District 5, as shown in Map 1, consists of 18 communities or OTBs established since the early -90s. Strictly speaking, these developments or neighbourhood groups settled in the area traditionally called Chilimarca. These OTBs are: Ciudad del Niño, El Prado, Miraflores, Villa Porvenir, Villa Satélite, Chilimarca, Juventud de Chilimarca, La Salvadora,

Max Fernández, 26 de Febrero, Molinos, Pucún Pucún, Putucu Norte, Padre Bertha, Molle Molle Central, Molle Molle Nor-Oeste, Molle Molle Sud and Trojes.

Map 1
District 5: Location of the OTBs



Source: Our own elaboration based on information given by José Grájeda, President of the OTB Villa Satélite. February 2011.

b) Aspects of the population

The population of Tiquipaya is mainly concentrated in Districts 4, 5 and 6, located in the valley, because the three districts together comprise 89% of the total population. The mountain districts, meanwhile, barely comprise 11% of the total population. The surface and people, how could it be otherwise, presents different densities between areas, and even among districts.

District 5, which has little surface, has the highest population density among the six districts as it reaches 1960 inhabitants per square kilometre. It is followed by District 4 with 942 inhabitants per square kilometre and District 6 with 538 inhabitants per square kilometre. In districts 1, 2 and 3 the population density is equal to or less than 8 inhabitants per square kilometre.

Table 4
Municipal Section Tiquipaya: Districts and demographical characteristics

Districts	Population	% population	Surface hectares	Surface in Km ²	Population density (Hab. x Km ²)
1	1.261	3.33	134.482,30	1.344,8	0,9
2	2.167	5.73	39.331,70	393,3	5,5
3	716	1.89	8.993,80	89,9	8,0
4	7.654	20.22	812,10	8,1	942,5
5	13.467	35.58	687,00	6,9	1960,3
6	12.587	33.25	2.337,10	23,4	538,6
Total	37.852	100.00	186.644,10	1.866,4	20,3

Source: Comprehensive Development Plan for Tiquipaya 2007 - 2011. (GMT: 30, 35).

c) Aspects of social services

At an educational level, as noted above, in District 5 we find the "Toribio Claire" Sub-District, composed by 9 schools: Marcelo Quiroga Santa Cruz, Toribio Claire, C.I.F.A (Middle and intermediate), 26 de Febrero, Molinos, Mixta Libertad, Ciudad del Niño and Alfredo Guillén Pinto, the latter since 2006 called "Jesus Maestro". These schools together offer education at all levels and degrees of regular education. Generally, the demand for education, especially at the secondary level, exceeds the number of places (GMT: 43).

The population of this district has access to the city of Cochabamba by Public Transport Lines 16, 113 and 118. To go toward the town of Tiquipaya in District 4 residents resort to radio taxis and private cars. Most streets are gravel and only some are cobblestoned.

Most houses have electricity, a situation that allows them access to traditional media such as radio and television. Similarly, more than half of households have telephone service that is provided by the Cooperative of Cochabamba Phones (COMTECO), but people are also turning to mobile phones, which are getting more and more common.

The focus of health services is poor and insufficient, since there is no municipal health centre. When necessary or in cases of severe disease, people usually recur to centre hospitals in Tiquipaya, Colcapirhua, Quillacollo and Cochabamba. However, a health centre is operating in Chilimarca, managed by the NGO MAP International, which is affiliated with the Association of NGOs in Health (ASONGS) and provides primary care services.

5. The Pedagogical Improvement Project 2010 – 2014

In this section, using the main actors and / or involved, we will describe the process how the Pedagogical Improvement Project was constructed in District 5 of Tiquipaya, and we will also show some substantial differences in regard to the Lutheran Educational Project "Jesus Maestro". We will also, mainly with a technical perspective, give a summary of the project, making explicit its objectives, beneficiaries and main strategies.

5.1. Origin of the Pedagogical Improvement Project

The idea of the Pedagogical Improvement Project was always implicit in the Lutheran Educational Project "Jesus Maestro" because it was started to improve the quality^{13 14} of education for children and young people living in Villa Satellite and the surrounding communities, whose schools are part of the Sub-District "Toribio Claire".

[...] Ever since the school was finished, and with the introduction of the Pedagogical Improvement Project, there has been an interest and this has resulted in the involvement of neighbours, parents, and even the teachers working here. In other words, earlier it was most of all about construction, now we're no longer talking about building, and most people are not interested in building, but the other where there is more communication and more involvement in the workshops to see how one can survive (José Grajeda, president of the OTB Villa Satellite. Tiquipaya, April 2012).

It was practically when we went to support the project [Jesus Maestro], along with Engineer Mario [Delgado], that we begin to consider the project seeing the great need we had for technical support in teaching, not only in our school, but at Sub-District level. The project was founded primarily for all the schools of the Sub-District "Toribio Claire" (Gonzalo Fuente¹⁵, Teacher "Toribio Claire" school. Tiquipaya, April 2012).

¹³ Translators note: In Spanish the term "*calidad y calidez educativa*" is used. Both words are translated to *quality* in English; where *calidad* refers to the technical side, whereas *calidez* refers more to the human side of quality.

¹⁴ The Technical Team of the Pedagogical Improvement Project conceived educational "*calidad y calidez*" as two complementary binding elements. The "*calidad y calidez*" that promotes education is the meaningful learning about life and in life for the good life, conceiving the formation of human beings in a holistic way, so that they are capable of leading their personal and collective life in a critical way, oriented towards building a multicultural society and a multinational state. A quality education is holistic in its application and scope; in its application because it considers the educational action as a whole, taking into account the dimensions of Being, Knowing, Doing and Deciding and in scope because it involves and shares responsibility with all the stakeholders of the school community (students, teachers, families, leaders and authorities). This notion and concept of the project was formally incorporated in 2011 as a result of reflection with members of the education community who are the beneficiaries of the project.

¹⁵ When the Lutheran Educational Project "Jesus Maestro" was started around 1997, this teacher was the Director of the Sub-District where the school "Guillen Alfredo Pinto" was situated (former and original name of the school "Jesus Maestro").

The pedagogical Improvement Project rose from ideas of Engineer Mario Delgado. They had many ideas to keep expanding the experience of "Jesus Maestro" [to schools] the Sub-District "Toribio Claire" and then what would be the District of Tiquipaya. He always had the idea to improve and support youth and educational quality (Geovana Luizaga, Professor of "Jesus Maestro". Tiquipaya, April 2012)

The testimonies of the school leader and teachers are, moreover, evident related to the rise of Pedagogical Improvement Project. From their point of view, the origin of the Pedagogical Improvement Project stems from "Jesus Maestro", moreover, educational improvement is necessarily associated with "Jesus Maestro". This means that the construction and equipment of "Jesus Maestro", in the decade 2001 - 2010, inevitably had to converge in the pedagogical improvement of the establishment and schools in the Sub-District "Toribio Claire".

The quality of education, from the perspective of different actors, should not only be restricted to the infrastructure and equipment component; these elements are important because they provide the material conditions, but the improvement of education should also include the strengthening and development of teaching skills and teaching of teachers, and that is precisely what is intended with the Pedagogical Improvement Project.

In the current socio-economic situation and with the need to contribute to the fulfilment of the new constitutional education precepts, the achievements of the implementation of the Lutheran Educational Project "Jesus Maestro", and the partial results of the Pedagogical Improvement Project, the expansion of the project in the Sub-Districts and schools of the Municipality of Tiquipaya is demanded. However, despite the demand from the educational communities of various establishments and centres and the educational authorities of the municipality and district direction, it is necessary to define technical criteria to guide the progress and intensity of the expansion of the project, keeping in mind that the main purpose is improving the quality of education and that the main beneficiaries are the students.

5.2. Differences between the project "Jesus Maestro" and the Pedagogical Improvement Project

Although the two projects are conceived of as fused and even complementary, when the time comes to differentiate them, some actors see in each of the projects substantive characteristics. In that sense, each project has different specific objectives, strategies and lines of action, and also of a different geographical and population coverage, although the main generic recipients are similar and / or common.

There is much difference, because the project "Jesus Maestro" was to build the school "Jesus Maestro" then, work was in one place and that we could work for twelve years with the people of this educational community, which is a more defined group and working with them has been a long process. On the other hand, the Pedagogical Improvement Project is just starting and [so] I think an assessment at two years is too early to see results in people, i.e. students and

teachers (Hanne Baardseth, Pedagogical Representative of the Lutheran Evangelical Christian Church in "Jesus Maestro". Tiquipaya, April 2012).

The Pedagogical Improvement Project began as an alternative to improve the academic field and the training of the teachers. The school saw how the project was born. [...], it had a history that we would be the direct beneficiaries of this project in response to our demands and needs, then, there has been a change of administration and also the mode has changed and, according to the budget, they have done things as a group, combining several schools. That prevented us from participating in the beginning, as in many of the issues we had already had training. It is good to be open to other schools, so they may copy or establish similar systems to ours in other schools, but on the other hand, we felt that we were being relegated. But this year we have also had benefits from the improvement project, with the economics for after school help with homework, to training students and there was also an intensive work with teachers. Suddenly we have received attention as well. (Rosmery Coca, Director "Jesus Maestro". Tiquipaya, April 2012).

From the testimonies of the two people above we can abstract that the Lutheran Educational Project "Jesus Maestro", carried out for a decade, was basically about building an educational infrastructure with its own equipment, in addition to its educational component, to provide favourable material conditions to students in the Villa Satellite-area and surrounding communities. While the Pedagogical Improvement Project, meanwhile, emphasizes a set of actions aimed at the education and training of students, teachers and parents in order to influence them to contribute in improving the educational quality. This implies that the coverage transcends "Jesus Maestro" to cover the entire Sub-District "Toribio Claire" and, with the current requirements, the entire Municipal Section Tiquipaya.

In other words, the Lutheran Educational Project "Jesus Maestro" was more about infrastructure, equipment, and socio-educational actions in one school, while the Pedagogical Improvement Project is more pedagogical and qualitative and with a wider coverage in geographic and population terms.

The fact that the Pedagogical Improvement Project has its base in the school "Jesus Maestro" is not conducive to the project having an independent management that will enhance their actions autonomously outside the institutional frameworks of this establishment. As it is located within the school, people, especially teachers and authorities, believe it is a continuation of the former and therefore should continue to support them exclusively.

It is not true that the change of administration has changed the recipients of the new project, as the director of the school claims, because any person assuming responsibility would nevertheless have had to destine the help to recipients in other educational establishments, just as it is planned in the project, but this time, covering a substantially larger population of students, teachers and parents, in line with the new objectives which are primarily educational. However, teachers of "Jesus Maestro", for a decade, were privileged beneficiaries of the infrastructure, equipment, training and teacher training, among others.

During the field work we discovered that the present authorities of "Jesus Maestro" are charging the Pedagogical Teaching Improvement Project in cash for the use of some

environments, likewise, would set rates for use of some rooms such as the main auditorium. This, from every point of view, is objectionable because it is unacceptable that, on one hand, one charges an entity which for many years provided them with many benefits and, second, they are charging for the use of environments to train teachers and parents from the school, Sub-District and / or school district.

5.3. Synthesis of the Pedagogical Improvement Project

Project title	Pedagogical Improvement Project.
Overall development goal	Stimulate the improvement of educational quality in the Toribio Claire Sub-District.
Objectives of the Project	<p>Specific objectives for the Educational Strategy</p> <ul style="list-style-type: none"> • The School Community (personnel, families, authorities) has strengthened their participation in planning, carrying out and evaluating the educational processes. • In the administrative and academic management an inclusive, participatory, permanent, comprehensive and dialectical society with a focus on human rights has been incorporated. • A continuous teacher training process has been developed, oriented at innovating the educational practice. • A curriculum in the area of special education within the alternative educational system, taking into account their needs, has been elaborated. • The production of educational and bibliographic material by the teachers of different subjects has been made known. <p>Specific objectives for the Social Strategy</p> <ul style="list-style-type: none"> • Social and communal spaces aimed at developing skills and artistic, cultural, emotional and spiritual potentials in the Sub-District, has been created in the framework of respect, equal opportunity and gender equity, in recognition of cultural diversity and social inclusion. • A continuous training process with the families, aimed at strengthening the educational, interpersonal and social relationships within the families, has been created. <p>Specific objectives for the Political Strategy</p> <ul style="list-style-type: none"> • Inter-institutional relationships have been established at Sub-District, municipal, regional and national level through agreements and/or conventions that allow the development of an open and flexible educational management. • The institutional identity in the Sub-District and establishments that are part of it has been consolidated and positioned. • The necessary financing from the State to cover the positions need at the Special Educations Centre “Jesus Maestro B” has been obtained. <p>Specific objectives for the Institutional Reinforcement Strategy</p> <ul style="list-style-type: none"> • The PMP has been positioned in the Sub-District and the Municipality through efficient and effective actions demonstrating management capacity and inter-institutional communication.
Location	Educational Sub-District “Toribio Claire” in District 5 in Tiquipaya.
Beneficiaries and/or target population	<ul style="list-style-type: none"> • 10 schools (Toribio Claire, Ciudad de los Niños primary, Ciudad de los Niños intermediate, CIFA secondary, Jesus Maestro primary, Jesus Maestro secondary, Centro de Educación Alternativa y Especial (CEAE) “Jesus Maestro B”, Libertad, Molinos, 26 de Febrero).

	<ul style="list-style-type: none"> • 261 professionals in various areas of the field of education. • 3,788 students (male and female). • A Centre for Special and Alternative Education Centre for children, adolescents and young people with problems and specific learning difficulties associated with disability. • 10 school boards and / or parent committees. • 2 offices responsible for education and human development, one belonging to the Ministry of Education and the other to the City Hall. • 18 neighbourhood boards (from OTBs).
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Source: Pedagogical Improvement Project. Cochabamba, February 2012.

The Pedagogical Improvement Project will be implemented during the five years 2010 - 2014, in the educational Sub-District "Toribio Claure", District 5, in the Municipal Section Tiquipaya and, as seen in the table above, has one overall goal and four specific objectives that refer to pedagogical, social, political and institutional strengthening components. It is destined for 10 schools in the mentioned Sub-District, more than 260 teachers, more than 3700 students and 10 school organizations for parents. It is clear, however, and from our point of view, that the Pedagogical Improvement Project from 2012 has greater clarity in terms of technical management, since it is from this moment that the project appears with more clear and consistent objectives, strategies, expected outcomes, indicators and activities.

The External Review, as it is a midterm evaluation, was carried out to review the actions carried out in 2010 and 2011 and, predominantly, refers to the regular and special alternative areas of formal education and to three main actors: teachers, students and parents, but community level education authorities in the Sub-District and District have also been heard.

6. The implementation of the Pedagogical Improvement Project (2010 – 2011)

The Pedagogical Improvement Project started, technically, while the Educational Project "Jesus Maestro" was still being executed in the establishment and, from its inception, was meant to transcend the infrastructure and equipment. This is why it was stressed that it was important to overcome a localist character confined to one school, and give more strength to the educational component.

One cannot look at this project separated from the Lutheran Educational Project "Jesus Maestro", because it was planned to replicate its socio-pedagogical achievements at an administrative, institutional and technical curriculum level. Moreover it has been important to focus the attention on the main recipient, which in this case is the students, and to engage the parents in a more political intent through their own organizations, in order to help improve the quality of education in the area of regular and alternative education.

Once the project was approved of by the Norwegian financial institutions, its implementation involved a process consisting of a series of actions of political and technical nature by the responsible entity, in this case, the Norwegian Lutheran Mission in Bolivia (MLNB) and the Lutheran Evangelical Christian Church of Bolivia (ICEL), based in Cochabamba. In the following sections, without trying to be very thorough, we will show the times and key actions which were necessary to get the Pedagogical Improvement Project started; from and with the Lutheran Educational Project "Jesus Maestro".

6.1. Conformation of the project's administrative and technical team

In January 2010, after having official information regarding the approval of the Pedagogical Improvement Project, the first to serve as Coordinator was the Responsible for the Lutheran Educational Project "Jesus Maestro" who, at the time, was the Engineer Mario Delgado. Five months later, Licenciada Elizabeth Ahenke joined the project as Technical Manager. She has a background from science of education.

In August 2010, after a selection process based on an announcement, Licenciada Liliana Delgado joins the team as project coordinator and, months later, in November of the same year, she was officially nominated as Director of the Pedagogical Improvement Project. During the second half of 2010, to ensure the administrative and financial management, in the same manner, Isaiah Chiri joins in as Head of accounting and, in 2011, Ruben Cabrera as Administrative Assistant.

During 2011, considering the experience of the last year's institutional management, the technical management team consisted of the following instances: Direction, assumed by Liliana Delgado, Integral Development Unit, under the responsibility of Elizabeth Ahenke; Human Resources assumed by Lene Varum, Norwegian counterpart, and the Management Unit. Within this latter unit we find the Accounting Manager and Administrative Assistant.

The Head of the Unit for Integral Development, when needed, has monitored the work of professionals hired as consultants. During 2011 there were several professionals who lent their services as consultants in the project. Santino Rita Machado in education, Fernando Guzman in alternative education, Isela Velasquez in special education, Juan Argandoña in art education, Rafael Morales in folk dance, Raul Garabito in career guidance, Genaro

Lopez in technological sciences, Jessica Cusi in educational support in classroom and Arsemio Mamani in production and musicianship.

As noted, during the first two years of implementation, the project's professional team that headed the work had a strong administrative link, and the personnel for the social, educational and technical areas was decreased, although, as noted in the preceding paragraph, technical needs were partially covered by the consultant team. In line with the name of the project, it is necessary to incorporate permanent staff with political, social and educational training for the successful completion of the project. In this sense, the ground staff of the institution should be mostly professionals dedicated to the technical component of the project to ensure compliance with the objectives that are its substantive part.

The fact that the Project has worked with specialised consultants in some areas does not, from our point of view, necessarily guarantee reaching the objectives and results of the Project. Even though the consultants in general may elaborate adequate proposals, they are not committed to the implementation, because they are just hired for their products. Without disregarding the consultants, there is a need to include more professionals who may help carrying out the Project; even more so when there is a demand to extend the Project to the entire district.

6.2. Technical adjustments of the project

The Pedagogical Improvement Project was proposed by the Norwegian Lutheran Mission in Bolivia (MLN-B) and the Lutheran Evangelical Christian Church (ICEL) and approved of for Norwegian cooperation in late 2009, as a complementary phase of the Lutheran Educational Project "Jesus Maestro". The Pedagogical Improvement Project, as normally occurs, has been through some technical adjustments from the approval stage in 2009, and during the implementation phase, in 2010 and 2011 respectively.

a) The overall development goal

One area where precisely these adjustments occurred was in the definition of its overall development goal, which is an essential component of a project; addressing and defining the themes, population and geographical situation or problem you want to transform or modify. Let's illustrate this matter.

Overall development goal

- Of the original project (2009)

Improve the quality of education in the Sub-District "Toribio Claure", which consists of 9 schools at the levels initial, primary and secondary in the rural and urban educational areas. (MLN-B and ICEL 2009).

- The operational plan 2010¹⁶

Promote actions in the administrative and pedagogical management in the Sub-District through a participatory, continuous, comprehensive, dialectical and community based approach for an institutional strengthening of the nine establishments over a period of five years (PMP 2010).

- The operational plan 2011

Stimulate the improvement of educational quality in the "Toribio Claire" Sub-District. (PMP 2011).

As can be seen, the formulation of the three objectives is different but the common factor is that the collective target is the educational Sub-District "Toribio Claire". The objectives of 2009 and 2011 substantially remain as "educational quality", with the difference that in the first there is a focus on *improvement*, while the second simply refers to providing *stimulation*. This process corresponds to the rearrangement phase of the project, which will be discussed in the following sections, and which was conducted in coordination with the Norwegian cooperation and project beneficiaries.

The 2010 objective is a very general a statement referring to institutional peculiarities of the administrative and technical management of the educational curriculum. Probably because of this was it that, during this administration, many of the actions taken by the project were limited to the socialization of it to prepare the population in relation to differences to the Lutheran Education Project "Jesus Maestro", and also to sensitize various stakeholders on the importance of the new project. We also point out that the implementation of the Pedagogical Improvement Project practically was limited to the second half of 2010.

In the 2011-objective appears a new and complementary category to the category of educational quality which is *calidad educativa*¹⁷. It is a fact that this is an important part of the project, because it is with this factor all actions are implemented. However, when it comes to both educational quality and *calidez*, while being analytic conceptual categories that are necessary and material to the project, the technical team has an initial operational definition (see paragraph 5.1.) that needs to be finalized at a technical and pedagogical level and shaped into indicators. From our point of view, the *calidez* is part of the quality, but it will depend on the definition by the technical team whether it should be maintained as it is or included in the *quality-concept*.

b) From special education towards focus on educational and social inclusion

The Pedagogical Improvement Project incorporates special education as an important component. This is because it was one of the major achievements of the Lutheran Education Project "Jesus Maestro". We remind you that, in the course of the mentioned Project, although it was never planned, special education was institutionalized, and it even resulted in the Special Education Centre "Jesus Maestro B" (Machaca y Cabrera 2011: 81

¹⁶ Indeed, the activities that took place during 2010 were guided by the approved Pedagogical Improvement Project because there is no specific operational plan for this year (Varum Lene, personal communication). Therefore, the primary objective of this period was excerpted from institutional report of 2010.

¹⁷ See note 12 and 13, page 17.

- 86). Special Education is a branch of education which is destined at people who have different education needs; who have mental, physical or sensorial handicaps and/or extraordinary talents (Op. Cit.: 3).

The new Education Act “Avelino Siñani y Elizardo Pérez” sees special education as a part of the Sub-system Alternative and Special Education. One of the foundations of this Act (Paragraph 3, subsection 7) mentions that “*education is inclusive*”, a statement that opposes discrimination. In the same way, in the part about the goals for the education (Paragraph 5, subsection 14), the mentioned Act determines that one should “*Develop educational policies that promote the access to and permanence in the education system for people with educational needs associated to disability, and sensitize the society about comprehensive attention, without any discrimination*”.

This change in the understanding of special education, in the legal field, has influenced the Pedagogical Improvement Project as well to a change in orientation. Because of this, it has incorporated in its strategic planning a focus on *inclusive education*; or even more so, *educational and social inclusion*. This implies that these new categories are being approached in a specialized way with the staff that looks after the population with disabilities; but also with all the teachers, families and students of the Sub-District. The general content is to sensitize about this topic, provide information, criteria and, above all, some psycho-pedagogical principles for the work with and how to relate to the population with special needs.

c) From intercultural bilingual education (EIB) towards intra-cultural, intercultural and plurilingual education (EIIP)

The Pedagogical Improvement Project was initiated under the Educational Reform Act 1565, which was still in force, and where the fundamental pillars were Intercultural Bilingual Education (EIB) and the Social Participation in Education (PSE). In the further planning process it was necessary to take into account the new legal framework for education, which from 2010 has been in force, and which in this case is the new Education Act “Avelino Siñani y Elizardo Pérez”. One of the characteristics of this act is the creation of Intra-cultural, Intercultural and Plurilingual Education (EIIP), as well as Social Communal Participation in Education (PSCE).

Beyond the change in nomenclature, these modifications imply significant political and ideological changes in education. This is because, at an ethnic policy level, there is a shift in the legal field from a *tolerance* towards the indigenous peoples towards the indigenous *taking a leading part*. It is not without reason that the new Education Act is criticized for its strong favouritism of the indigenous, original, peasant and afrobolivian peoples.

Up till now these ideological changes in the educational ambit have been partially and only to some extent incorporated in the Pedagogical Improvement Project. This is due to, among other reasons, the adverse context in the education community. It is necessary that this incorporation is consistent. To achieve this, the technical team, after guaranteeing the inclusion in the strategic planning, must provide the means and resources for the implementation in the project’s remaining years. This means to negotiate agreements with institutions specialized in these topics, and the establishment of agreements with government institutions at municipal, departmental and national level.

6.3. Adaptions of the project in the new political and social context

In April 2010 municipal and departmental elections were carried out in Bolivia. In the Department of Cochabamba and in the Municipal Section Tiquipaya, the municipality where the Pedagogical Improvement Project is implemented, the new authorities who rose to power consisted of persons tied to the political party Movimiento al Socialismo (MAS), which is headed by Evo Morales Ayma, actual Constitutional President of Bolivia.

Inevitably the results of these elections changed the composition of the people in power at departmental and municipal level who have a say in the appointment of the educational authorities that preside the leading educational institutions of the Department of Cochabamba and the Municipality of Tiquipaya. The Human Development Division of the Departmental Government of Cochabamba, the Departmental Education Services of Cochabamba, the Human Development Directorate of the Municipal Government of Tiquipaya and the District Education Direction of Tiquipaya are institutions where the leaders are elected under heavy impact of the political party that won the departmental and municipal elections.

The implementation of the Pedagogical Improvement Project requires the backing of and specified agreements with these institutions, mainly with the ones of Tiquipaya. Because of this, in 2010 and 2011, the project had to establish relationships as their main actions have to form part of the municipal and departmental education policies.

6.4. Adaptions of the project to the new legal framework

As we showed in paragraph 6.2 c), the Pedagogical Improvement Project needs to make the necessary adjustments to comply with the new legal rules for Bolivian education, and thus obtain validity. The project was initiated in the framework of the Education Reform Act 1565 of 1994, but needs to be carried out according to the Education Act “Avelino Siñani y Elizardo Pérez”, which was approved of in December 2010.

Several of the main actions of the Pedagogical Improvement Project refer to the nomenclature of the Education Reform Act 1565. As examples we might mention Institutional Education Project - *Proyecto Educativo Institucional* (PEI), the Sub-District Education Project - *el Proyecto Educativo de Núcleo* (PEN), the School Education Project - *el Proyecto Educativo de Unidad* (PEU), the Parent Committee - *la Junta Escolar*, school curricula among others. According to the members of the technical and administrative team the project has updated the vocabulary in the course of the work carried out, taking into account the new Education Act.

All these and other education proposals from the Pedagogical Improvement Project have to be redefined so that they later may be adjusted to the new education regulations. Only in this way they may be implemented, taking into account the three major groups of beneficiaries: students, teachers and families. Nonetheless, due to the fact that the new law still is in the process of being regulated, the project staff should consider that these adjustments have to be a continuous process. One phase of the adjustment has been carried out by the project staff during 2011, and because of this the transition should be neither conflictive nor difficult.

6.5. Political strategies to implement the project

Once the Pedagogical Improvement Project was approved of, four strategies were designed to carry out the project. The strategies, according to the staff of the project, are based on the approved project document.

a) Information about the project

The schools forming part of the "Toribio Claire" Sub-District were visited to present information about the Pedagogical Improvement Project. This consisted in workshops with teachers, students and families to inform about the objectives, beneficiaries, content and methodology that were planned for the implementation of the project. It was during this process that one achieved to set up the Technical Management Team with the participation of the directors of the schools in the "Toribio Claire" Sub-District. Information about the project was also given to the main political and educational authorities in the Municipality of Tiquipaya.

b) Collection of needs and demands

The period of giving information about the Project also provoked processes of analysis and debate with the different stakeholders and at the same time a definition of the needs and demands related to the objectives of the project. Social topics were also incorporated that had to do with the problems that the families and youth in the area go through, and which, if they are not solved, contribute in a negative way to the academic performance of the students. In this part, with the participation of the stakeholders in the education community, one was able to differentiate well between the characteristics of the Pedagogical Improvement Project and the Lutheran Education Project "Jesus Maestro".

c) Analysis and incorporation of the needs and demands into the project

This was carried out by the project's technical and administrative team, because here one had to separate all the information gathered at the meetings with stakeholders, and pick out the proposals that were linked to the objectives of the project as well as being viable and relevant. Here one could see that the demands generally shared a common trait; they were based on the new Education Act. We should also mention that demands concerning the social problems affecting the families in District 5, such as domestic violence, gangs and alcoholism, were incorporated.

d) Definition of the technical strategies

The tendencies of the main actions carried out by the Pedagogical Improvement Project and the needs and demands of the different stakeholders permitted the technical administrative team to identify and define the technical strategies the project should have to initiate its actions in the "Toribio Claire" Sub-District. These strategies, strictly speaking, appear formally in the institutional operational plan from 2012, even though they were defined the year before.

This process was carried out during the second semester of 2010 and a great part of 2011, which, among other aspects, permitted the team to approach various stakeholders, and to a certain point, to reach an understanding of the project when it comes to objectives and achievements.

It made it possible for the team to reach a level of confidence with the different stakeholders, and at the same time, understanding that the main demand was connected to the possibility of transcending the Sub-District, and also work with other education establishments in the Tiquipaya District.

6.6. Technical strategies and lines of action for the implementation of the project

After the implementation of the policy strategies, the Pedagogical Improvement Project's technical and administrative team reviewed the original project and the new demands that had been incorporated, and defined the necessary technical strategies for the implementation of the project. They are: Educational, Social, Political and Institutional strengthening. For each of these strategies specific objectives have been formulated, with their respective lines of action. These are elements that have been incorporated in the annual operational plan.

7. Results of the implementation of the project according to the strategies (2010 - 2011)

In this part we will show the partial results achieved by the Pedagogical Improvement Project, taking into account the actions that were developed in 2010 and 2011, and we will also look at the strategies that were defined in the framework of the project to assure reaching the planned objectives and results. It is also important to clarify that in 2010, regardless of whether the actions were started in the second semester, a good part of time was destined to the socialization phase of the project, as well as the collection and systematization of the demands of the members of the education communities, so that they would be included in the operative plans for the following years¹⁸.

7.1. Education strategy

Expected results ¹⁹	Achieved results	Comments
1. The parents committees are organized (Socio-Community Educational Council), which carries out its' activity plan.	1. There are committees organized at the schools, working according to the old regulations, with their activity plan coordinated with school administration and inserted into their school plans. We have achieved that the organized committees propose topics to be treated in various forums.	1. The Committees existed before the implementation of the project, and what is important isto strengthen them through training and capacitation processes, advices in the operation of the boards, help in the management of the operational plans and in the transformation into the Socio-Community Educational Councils ²⁰ . Preparatory actions within in this framework were developed by the Project.
2. The Technical Team consisting of the directors of the 10 schools is in place, with assigned roles.	2. Planning meetings with the Technical Team has been carried out, with the participation of 7 directors.	2. The Technical Management Team is one of the achievements of the Lutheran Education Project "Jesus Maestro" which, with the current project, will have to be consolidated and joined with the Education Council of the Sub-District to be able to manage activities that involve families, teachers and students in the Sub-District in the management of education policies.

¹⁸ We should mention that during the second half of 2010, the project's technical and administrative team carried out various events with teachers and students; among these we might mention the following: meetings with the Technical Management Team, reinforcement and levelling classes, encounters with the students, professional guidance and courses about school theatre.

¹⁹ The texts in this and the following column –**Anticipated results and Achieved results** -, for this and the following sections were extracted from the Annual Report 2011 of the pedagogical Improvement Project. Some adjustments have been made to give it the necessary coherence. While the texts in the third column –**Comments**- are ours, and refer to the achieved results contrasted to the institutional documents and *in situ* interviews with the involved persons; in addition we propose suggestions to be considered in the following years.

²⁰ The Education Reform Act 1565 from 1994 suggested the constitution of the Parent Committees with the predominant participation of the parents when it comes to social participation in education; while the Education Act "Avelino Siñani and Elizardo Pérez" suggests the conformation of the Socio-Community Educational Councils with the co-responsible participation of parents, teachers and students.

3. The Pedagogical Team in each school is in place.	3. There is a team in each school working on criteria for quality education. Implicitly the teams have been created as a result of the workshops.	3. The technical pedagogical and administrative management, within the new legal framework, is a responsibility of the Socio-Community Educational Councils; ergo, the project should promote the functioning of these instances of social participation in education, involving all the stakeholders.
4. Teachers trained and specialized in the areas of Inclusion and Multilingual Education, ready to train their colleagues.	4. The <i>diplomado</i> , and the following creation of teams of facilitators, will start in 2012. In 2011 the curricular design of the "Program for Diplomado in Special Education with a focus on Curricular Adaptions".	4. A proposal for a <i>Diplomado</i> ²¹ in Special Education is in place, but it requires adjustments when it comes to the didactic and methodological level, as well as the implementation through an institution of higher education. A proposal for technical training in bilingual education is still missing. Nevertheless, in these areas some informative events have been held, mainly with teachers (see Table 3.1 in Annex 3).
5. A training plan based on the needs of each school has been prepared by the Education team.	5. We have carried out several cycles of workshops for teachers, with a total participation of 487 teachers.	5. Various training and capacitation events have been carried out with the teachers in the "Toribio Claure" Sub-District about several topics (see Table 3.1 in Annex 3). Topics related to the new Education Act have to be included, and the events should have a productive character, apart from the knowledge, development of skills and abilities to elaborate texts, materials and other educational resources.
6. Curricular adaptations are carried out in the classroom.	6. We have covered the expectations and indicators of the result.	6. Four teachers, partially paid for by the project, concluded a <i>Diplomado</i> in Special Education and are carrying out curricular adaptations. One should set up a team with these teachers, recognized by the District Direction, and elaborate a plan to train the teachers in the Sub-District and District in curricular adaptations.
7. Girls, boys, teenagers and the young of Jesus Maestro B know and demand their rights.	7. We have covered the expectations and indicators of the result.	7. Events with the students of special education have been carried out to inform about their rights and obligations according to the new legal framework in force in the country (see Table 3.2 in Annex 3). This topic, because of its importance, should be part of the training for all the members of the education society; moreover one could recur to the media to inform and raise awareness in the general population.

²¹ Translators note: A *Diplomado* is a post grade university degree below the level of a Masters Degree.

8. Material for Special Education has been elaborated.	8a. Teachers have received help in elaborating material, but the "bank" is not yet in place. 8b. There is a (virtual) library in place, with intellectual production created by teachers who work with inclusive education.	8a and b. Even though events about special education have been carried out, they were not specifically about elaboration of material. In the same way, various materials have been elaborated ²² related to the topic. It is important to create agreements with specialized institutions so that they may help in the capacitation and the development of skills in the elaboration of education materials.
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The new Education Act “Avelino Siñani y Elizardo Pérez”, in the area of social participation, explicitly says that the constitution and functioning of the Socio-Community Educational Councils at school Sub-District and District level should be promoted. In this sense the project should help the transition of the School Boards and the Parents’ Committees towards these organizations and in the same way incorporate and/or adapt the Technical Management Team and the Pedagogical Management Teams to the new instances in regular education.

It is necessary to add indicators and lines of action related to intra-cultural, inter-cultural, plurilingual, productive and de-colonizing education, because these are now constitutional terms. As the project is strictly pedagogical, it is not possible to put aside these themes because they even have to be a part of the municipal education policies.

These new aspects should be incorporated into the concept of quality education that the project holds, and it should also be visible in the management system of the project, through indicators, results and principal actions. The operational concept quality education should be broadened and deepened even more so that its contribution in the area will be more significant, and in this way overcome the level of general statement with which it is now managed.

The Pedagogical Improvement Project, as a continuation of the Lutheran Education Project “Jesus Maestro”, has elaborated education material with a focus different from the conventional. This material has to be edited and published as a product of the actions of the project, to contribute to the training of teachers, families and students.

7.2. Social strategy

Expected results	Achieved results	Comments
1. A Cultural Management Team is in place to work with the schools.	1. We have systematized 2 pilot experiences which will be developed further in the project from 2012.	1. The school “Toribio Claire” has chosen theatre as their institutional identity and as a strategy to develop oral and literal skills; while the school “Los Molinos” has taken to the students’ production and artistic use of the bamboo flute zampoña. In the same

²² In 2011 materials about the prevention of sexual violence, human relations and personal development, personal growth, education to overcome conflicts, caring education, personal holistic development, self-confidence, the family, education in values, transforming disability in ability and psychomotoric development was produced.

		way, in the Sub-District one has initiated the development of puppets as a strategy to motivate for writing, reading and understanding. The management of these activities, as the new education act implies, have to be the responsibility of the Socio-Community Educational Councils, organizations where the parents, teachers and students participate.
2. Students with the self-esteem to act and present and with arenas to treat difficult topics.	2. 55 students have received comprehensive education through dance. Based on this experience we have presented a proposal to the Municipality.	2. In the school "Ciudad de los Niños" dance workshops have been carried out. This has made it possible to develop motoric skills, interpersonal relationships and to value the culture. When considering this experience it is necessary to implement greater and more consistent actions to strengthen the individual and collective self-confidence of the students, taking into account as a key element the socio-cultural identity.
3. The population and authorities are made aware of the right to education for people with disabilities and learning difficulties.	3. The number of students enrolled in the Special Education Centre has increased.	3. Raising awareness of the rights of people with disabilities and learning difficulties passes necessarily in a first phase through the disclosure of information through the media. In a second phase education events promotes reflection. The project should strengthen the Unidad Municipal de Atención a la Discapacidad (Municipal Unit for Attention to the Disabled - UMADIS) so that mainly the involved parts assume this work.
4. The stakeholders in the Educational Community express their demands and needs for special and integrated education towards the state.	4. We have helped out in the implementation of curricular adaptations in the Special Education Centre, in the initial level at "Jesus Maestro" and in "Toribio Claire".	4. Even though workshops have been carried out and help has been given in the processes of curricular adaptations in some schools, for the governmental institutions to fulfilment the rights in special education, requires mobilizing actions to ensure the management of public policies.
5. The women participate in a democratic way in decision making arenas in the schools.	5. We have created some spaces for dialogue and discussion about topics like gender, democracy and community participation. We have an educational experience to develop a peer facilitators program.	5. The current gender relationships are a product of socio-cultural construction. If one wants to modify this situation it is necessary to generate social and educational processes that promote critical reflection within the families, social organizations and the Socio-Community Educational Councils.

<p>6. A plan is in place for Alternative Education for women and men in the Municipality who would like to initiate or continue their studies, taking into account their linguistic diversity and their cultural knowledge.</p>	<p>6. A program for Alternative and Special Education is in place, based on the needs shown in the socio-educational census.</p>	<p>6. There are clear demands for alternative education for adult men and women of the district, and a need for basic and sufficient infrastructure. Without more hesitation it is necessary to carry out the program which, apart from initiating literacy, primary and secondary education, also will strengthen the professions currently held by these adults, enabling them to develop new skills, taking into account the productive potential of the Municipality and the adults' circumstances.</p>
<p>7. There is a plan for a pilot "Parents' School" in place in Jesus Maestro.</p>	<p>7 We have a documental base to implement new actions in the work with families.</p>	<p>7. Given that the schools in the "Toribio Claire" Sub-District are located in the rural area of the Municipality, the adequate organs to be strengthened are the Socio-Community Educational Councils, both on school and District level. The "Parents' School" should be managed by these organizations.</p>

The Cultural Management Teams, constituted in the framework of the anterior education act, should belong to the management of the Socio-Community Educational Councils, alongside with the Technical Management Teams and the Pedagogical Management Teams. This new organization of social participation in education, among other traits, is destined to manage cultural actions in the school with the participation of three stakeholders; families, teachers and students. In this way one can also keep treating key topics of the project such as gender equality, sexual reproductive rights, inter-culturality and AIDS, among others.

Treating the topic self esteem is important in the sense that its effects are immediately seen in the personal development both on a family level and in the professional and individual achievements. This is noted by several persons in the testimonies collected during the field work. Because the zone is populated with migrant families and persons, it is important to include the issue of the self-confidence of the ethnic category. This component, due to the ethnocide policies implemented in the country during the Colonial and Republic period, is implicit in the individual and collective conscience of the people living in District 5 in Tiquipaya.

Raising awareness in relation to special and/or inclusive education has to be oriented towards the management of public municipal policies, and because of this it is necessary for the project to continue the empowerment of UMADIS and other similar organizations through studies and proposals related to the topic to achieve greater impact. This contribution, going further than the mere raising of awareness, must be characterized by participating in the management of public policies because of the vast experience accumulated in the field.

7.3. Political strategy

Expected results	Achieved results	Comments
1. Agreements have been signed with the Municipality, Department Authorities, the Ministry of Education and the Ministry of Health.	1. An agreement with the Municipality has been worked on, to be signed in the beginning of 2012.	1. There is a valid agreement with the Municipal Government and the District Direction of Tiquipaya. What is lacking is an agreement with the Ministry of Education so that the actions of the project may be marked in the public policies and that they are recognized by the State, and that the education authorities and the teachers in the same way might contribute to reaching the objectives and expected results. Several of the actions of the project, according to level of specialty they hold, have to be developed through agreements with specialized institutions.
2. Teachers in the different schools and centres know each other, exchange ideas and help each other.	2. The majority of the workshops have had participants from various schools. The teachers have been able to get to know each other, and in this way also getting to know the identity of the other schools.	2. In several of the training events participated teachers from all the schools in the "Toribio Claire" Sub-District. These events should be taken advantage of to elaborate and approve of technical pedagogical proposals related to the project, and also to strengthen the teacher society.
3. More stability in the Special Education Centre.	3. The government has assigned more hours for the teachers in 2011.	3. Even though the special education centre has been assigned several positions by the State, these are not sufficient so that the centre may work in an autonomous way, and even less so if we want the centre to be a model that might be copied in other Sub-Districts in Tiquipaya. It is necessary to make an effort to consolidate it so that it is sustainable once the help from the project ends.

If the Pedagogical Improvement Project wants to have an impact only in the Municipal Section Tiquipaya, the agreements held with the Municipal Government and the District Direction of education are sufficient. But we consider that the achievements could contribute in national policies and facing this challenge, it is necessary to manage and / or extend the agreement with the Ministry of Education to have greater legitimacy and legality.

The running of the Special Education Centre "Jesus Maestro B" should still be a preoccupation for the Project, and therefore it should guarantee the technical and financial help in some key areas and at once transfer the responsibility to the District Direction. What would be valuable to extract is the experience and the achievements of the centre in the social and educational field, exactly to be able to manage municipal education policies. It is necessary to think about the sustainability, because the financial help in this kind of experiences also has its limits.

7.4. Institutional strengthening strategy

Expected results	Achieved results	Comments
1. The Macro Plan for the next 4 years has been developed and organized with indicators.	1. The plans for 2011, 2012 and the 5 year plan are in place.	1. It is true that there is a 5 year plan and a plan for 2012 in place; elaborated and approved of by the stakeholders, but they need readjustments, most of all to assume an adequate and coherent management system for projects. This will guarantee the feasibility and achieve a system with planned goals and objectives once the project finishes its 5 year cycle.
2. The Project Team responsible for carrying out the "Program for Pedagogical Improvement" is in place.	2. A "Comprehensive Development Unit" and an "Accounting and Administrative Assistance Unit" has been set up, under the administration of the Director of PMP.	2. The organisation map of the project holds the necessary units, but one can see a lack of technical personnel in the staff. This is even more notable starting the third year, and when there is a demand of an extension of the coverage to include more than one Sub-District. Hiring a professional to carry out the monitoring of the project so that at the end of the project it will be possible to carry out systematization should be considered.
3. The PMP has systemized and publicised the experiences of Jesus Maestro as a school model in the Toribio Claire Sub-District.	3. A presentation of the book has been carried out in the Municipality, as well as in the church, the OTBs, libraries and with authorities.	3. The experience of the Lutheran Education Project "Jesus Maestro" has been systematized, approved of and published. At the same time the socio-education achievements and the lessons learned have been extracted to be included in the Pedagogical Improvement Project.

Two years after its implementation, and after collecting sufficient input to be able to readjust, the Pedagogical Improvement Project necessarily needs to have a strategic plan 2012-2014 in place, just as it has. This requires that the technical team assumes a proper planning and management system with defined objectives, indicators, results and goals. It also has to be defined whether it should extend its coverage, as practically all the stakeholders in Tiquipaya request.

From our point of view, the expansion is necessary. Taking into account the financial resources we suggest that two strategies of attention are defined: one intensive in the valley zone (Districts 4, 5 and 6), and another extensive in the mountain zone (Districts 1, 2 and 3). The intensive requires a permanent presence, while the extensive is based on part-time attendance and an extensive use of radio broadcasts to spread education programs and thus benefitting the Socio-Community Educational Councils.

With or without expansion, the Project requires a specialized technical staff in social sciences to have a greater impact and to develop actions with an adequate level of professionalism. The policy assumed by the project of hiring consultants might partially have helped relieve the technical needs, but from our point of view it will not solve adequately the deficiency and the purpose of having a social and educational impact in Tiquipaya. Professionals to take responsibility of alternative education and special education should at least be incorporated.

The publication of the report from the systematization of the education experience “Jesus Maestro” closed a decade of the Project, and at the same time served to transfer the social and pedagogical achievements to the Pedagogical Improvement Project. Even though the publication is a strategy that leads to recognition in the academic world, it is most of all useful to have an influence in education politics; both at municipal, departmental or national level. In this sense it is important that the publication is a part of the policies of the institution to avoid that it is left as mere action of the past and in the memory. The project has many things to teach and debate in the area of education and one way to do it is through systematization, editing and publishing.

8. Perceptions, achievements and difficulties of the Pedagogical Improvement project

In this part we will collect and systemize the perceptions that some members of the education society hold about the Pedagogical Improvement Project. In the same way, based on the experience of some of the families and teachers, we will identify some partial achievements and the major difficulties that one has met in the two years the project has been working in the Sub-District “Toribio Claire”.

8.1. Perceptions of the project

In the Sub-District “Toribio Claire” the Pedagogical Improvement Project is perceived as a project that was longed for and one that will keep paying attention to “Jesus Maestro”.

What I know of the Project is that there are good intentions, there are good expectations, there is a good vision about the future of our young ones, of childhood and of course for those of us who are part of the project of pedagogical change. We’ve been waiting since the year before last, in 2010 we started and we keep on, we are moving on and getting better and better (Pedro Orozco, President of the Parent Committee of “Jesus Maestro”).

The guys from the project are quite flexible and responsive. At times I’ve come to them to ask for help or some support and they’ve been really flexible and they’ve helped us. Also in the activities we had last year, like the prom-class. I was the homeroom teacher of the prom-class, and they helped us a lot. For example, in their studies some students had poor academic performance, and they helped us with extra classes in mathematics and physics. This helped [the students] quite a lot, cause if not they would have had problems graduating (Fabiola Martínez, Teacher “Jesus Maestro”).

It is still not possible to separate the Pedagogical Improvement Project from the Lutheran Education project “Jesus Maestro”, even though the latter was formally ended in 2010. This is probably due to the fact that the former holds offices in the school “Jesus Maestro”. It is however certain that the Pedagogical Improvement Project is another project: Complimentary, but different, because its objectives are strictly pedagogical and with a geographic and population coverage that includes an entire Sub-District.

Even though it is different, during its first two years the project continued to help “Jesus Maestro”, and from our point of view, will continue doing it, but with another intensity as it is now one of ten schools that needs to be attended in the Sub-District.

On the other hand, the project is viewed in a positive manner because it is created to improve the pedagogical dimension in special and regular education, with the participation of teachers, families and students. An improved education has to imply improving the quality of education that should be visible in the access, continuation and the promotion of the students; the development of competences for and in life and the development of conceptual, procedural and attitudinal knowledge in the students (Machaca and Cabrera 2011: 11).

The majority of the people we have spoken with in the interviews during the fieldwork came with positive statements about the project. They consider that it is the only institution that helps in regular and special education in the municipality and that it so far has carried out several training activities with teachers, families and students, demonstrating positive results. The topics that have been treated have not only qualified for professional purposes, but also in their personal and family life.

8.2. Partial achievements

With partial achievements we refer to the most notable positive achievements or aspects that we could identify during the fieldwork as a result of the implementation of the project in the education community in the Sub-District “Toribio Claire”. These achievements normally refer to several components of the project, and are recognized as collective and are not always complete, and for this reason they are still in need of reinforcement action to be irreversible.

a) Coordinated work between the stakeholders

We could specify that through the project it has been possible to bring together, in a coordinated way, the social part [families] and the school, and, even though sporadically, also some authorities; so we may say that one has managed a coordination between the stakeholders (Guido Borda, Director “Toribio Claire” school. Tiquipaya, April 2012).

The project, in accordance with its technical strategy, has developed actions with three groups of stakeholders in the education community to treat common topics directed towards a common goal. This fact is positive, from the point of view of the teachers and families, because it, considering the reflection and learning in the courses and workshops, permits the parties to agree on questions oriented towards the improvement of the quality of the students’ education.

b) Support to establish theatre as school identity

The achievements are quite big, and one them is the orientation towards an important aspect; oral expression. This school, with the help of the project, has as its identity the presentation of literary theatre, primarily as a learning dynamic for oral expression. We might say that [the project] not only has contributed; it has been the direct manager for all the help given to us with a logistical and technical support at all levels. It is because of this that we have adopted the term oral expression: to be able to improve the student’ communication skills through the theatre. Our school definitely has its identity, and it is the theatre (Guido Borda, Director “Toribio Claire” school, Tiquipaya, April 2012).

That theatre has been established as a part of the identity of a school is noteworthy, and even more so if theatre currently is being used as a strategy to develop communication skills and writing among the students, and also an artistic activity where teachers and students participate to achieve awareness and consciousness about topics that are important in the life of the people and social groups.

This strategy needs to be systematized so that it may be used in an extensive manner in all the schools, because in this way one will also contribute to the development of linguistic competences in the languages that is used in regular education. Another component that is favoured in a positive way with this strategy is the improvement of the students' self-esteem; because we are talking about theatre plays that are presented on a stage in front a lot of people. In the category "education in art" one has also to consider the development of music and dance that is carried out in some schools.

c) The approach to key topics for education development

One of the achievements would be the workshop on disability that we passed. I think that the majority of the teachers lack an update on this topic because we only see the physical disability of the people and it's not like that. The persons also have a need for special education and there are a lot in the classes, and we teachers don't have knowledge about this. The only thing we know is to say that the student isn't able, doesn't understand, doesn't pay attention, and is lazy; without knowing the situation of the student. Another positive aspect is the topic self-esteem that I liked a lot, because I learned that we need to appreciate ourselves (Victoria Guizada, Teacher "Toribio Claire" school, Tiquipaya, April 2012).

Through the project, in the courses and workshops given, important topics were treated that did not earlier hold the importance for teachers and families that it now does. Topics such as disability and self-esteem, vitals in the formal education processes, made them reflect and change attitude; not only when it comes to teaching and learning processes, but also when it comes to their personal and family life. This means that those who monitored these events had the ability to transcend the cognitive dimension to reach the affective. To discover the importance that these topics hold in education contributes in a great way to the quality of the students' education.

d) The children participate, dialogue and interpolate more

As a consequence of the training of teachers and the activities with the students, another achievement that may be traced to the Project is that the students are starting to assume more positive roles in the way they relate to their fellow students and teachers. The fact that the students participate, dialogue and question more are indicators of a change in attitude in the teachers; this is learning that exceed the dimension of knowledge.

From my point of view [the project] has had some positive achievements. First related to the improvement of the students when it comes to their behaviour, in the verbal expression and when it comes to the relationships between teachers and students. The students have changed a bit; I refer to being listening and obedient soldiers, now they dialogue, are pro-positive and sometimes they have even gotten round to confronting the teacher. Earlier they kept quiet with many things, now they manifest, verbalize and they say things up front. In this the project has contributed a lot (Gonzalo Fuentes, Teacher "Toribio Claire" school, Tiquipaya, April 2012).

To promote the participation and the critical attitude of the students is a sign that the teachers also are changing in a positive way. A student with these characteristics is destined to learn more than what the traditional education may offer, because it permits the development of reflection and the creation of proposals as well.

e) The project is creating a culture of continuous teacher training

The project is positive in the sense that it offers more opportunities to the teachers. I think and am convinced that education stems from the teacher. If the teacher is well trained, well prepared, it has a multiplying effect. Another positive point is that it permits obtaining a culture of capacitation, requiring [...] that they are in this dynamics of constant training. The project is also open; you may say it is pays attention all over, reaching schools that never have received attention before. I think that education shouldn't be limited; one should give more opportunities to those who most need it. This project is achieving this objective, reaching those with the most needs (Rosmery Coca, Director "Jesus Maestro". Tiquipaya, April 2012).

There is a consciousness among the teachers that education should be permanent; more so for them because the quality of education depends, to a large extent, on the level of training and qualification of the teachers. The Pedagogical Improvement Project is contributing to the development of this consciousness and the creation of permanent training among the teachers.

In these times of excessive globalization and of technological development in education, it is important that the teachers state that permanent education is a necessity for their professional performance. Only in this way is it possible to confront new challenges, such as the new education act now in force in the country.

f) Greater educational integration and labour confidence is provided

What [the project] has achieved is that I integrate more with my kids in the activities and with the parents. Most of all they have helped me improve in my work; I notice it because I find the work easier, I have more tools, and in this way I might give more to my kids, because it is always important to have several sources where I can pick to give the children (Engrid Espinoza, Teacher "Jesus Maestro", Tiquipaya, April 2012).

Another of the achievements that is an effect of the implementation of the project is that it has given the teachers criteria, tools and methods so they may integrate more with the students and their families. They feel more secure and confident in their professional performance when they are managing the teaching and learning processes.

8.3. Difficulties during the process

The difficulties are the interferences that present themselves during the management of the Pedagogical Improvement Project in the development of the strategies and central actions. These interferences, even though they do not determine the quality of the action, they influence in the way the project normally would be carried out and with the fulfilment of objectives. As something is done to eliminate and / or reduce these difficulties, the achievements in the project may be relevant. During our field work, the teachers identified two difficulties that in some way interfered with the normal development of the project.

a) Limitations from the district direction

One difficulty that affected the work to some extent in 2010 was the fact that the authorities of the District Direction of Tiquipaya did not show the necessary interest, and did not give the appropriate backing and help so the project could be implemented with the anticipated dimension and characteristics.

The Project has no defects. But there have been limitations from the district direction and the retiring authorities who did not fulfil their specific functions, were difficult to meet with and, I think, were working with another NGO, and gave this organization higher priority. So they did not give us coverage or openings for the pedagogical improvement program. From this year I would like to see that it opens up, that they talk with the district authorities (Guillermo Meneces, Teacher "Toribio Claire" school, Tiquipaya, April 2012).

This situation, in some way, has been overcome because the institution²³ the teacher is referring to now has stopped working in Tiquipaya as the financing came to an end. Now, facing this institutional void, the Pedagogical Improvement Project is the only institution that might help the district direction in the various needs they need to confront with the new legal framework in education. We should also emphasize that it was the members of the educational community that promoted the project, wanting collaboration with the public institutions.

b) Limitations due to the teachers

Another of the difficulties that the teachers identified has to do with the Schedule for the training events that were carried out. In particular, they point out that even though the teachers have agreed upon the schedule and promise to assist at an event, they are not always able to come. This is because they are not always able to come in the afternoons as they work in other schools, and at night there is a lack of public transport to return home.

²³ We refer to the Instituto de Desarrollo Popular (INDEPO) that, as we mentioned in an earlier section, collaborated with the elaboration of the regional curricula, and which even constructed a building that was transferred to the district direction along with the donation of motor cycles to be used by the technical staff.

I think that the difficulty, more than in the Project, is in ourselves [the teachers] because we do not yet know how to appreciate what we have, and at times we do not appreciate it until we lose it. I think that maybe the time factor is what prevents us from participating, because I see a lot of initiative with this Project, and the prices are accessible. The difficulties are more in the stakeholders, in the teachers, than in the project (Julia Ríos, Teacher "Ciudad de los Niños". Tiquipaya, April 2012).

Other difficulties that were not mentioned by the people we interviewed and which, from our point of view, are obstacles that interfere in carrying out the Project, is the insufficient technical and multidisciplinary staff, the lack of an office that permits autonomy and the insufficient theoretical support of the notions and concepts that is central in the project. These and other difficulties should be amended so that the project in the remaining time may be implemented and fulfil the objectives and planned results.

9. Main challenges for the Pedagogical Improvement Project

The challenges are the central principles that, considering the partial advances of the Pedagogical Improvement Project, require political decisions to trigger actions with the perspective of consolidating and extending the achievements and amend or overcome the institutional weaknesses and difficulties provoked by the area where the project is carried out. From the principal stakeholders point of view, two years after the project started, we consider that the most important challenges are the once we will mention in the following.

a) Towards more practical and productive workshops

In addition to evaluating in a positive way the training events that the Project has organized in the schools in the “Toribio Claire” Sub-District, mainly with teachers and students, treating a variety of topics, they also ask for the workshops to be more practical. Most of all they want the possibility to develop and strengthen their skills at designing products and/or materials that may be useful in the teaching/learning processes they are involved in.

As a suggestion, the workshops might be more practical and that we get some products out of it. Sometime we are in a situation where we are all over the place; but really it is important that we get a product that, for example, might be in registry elaborated by all of us. I would like for us to elaborate a registry for all of us at staff level, and what would be better than doing it according to the needs of our school (Enrique Ayaviri, Teacher “Toribio Claire” school. Tiquipaya, April 2012).

The products from the workshops may be both individual and collective, but, as the teacher mentions in his testimony, they should be material or input that might be used immediately after ending a workshop. This means that in the planning of the workshops one has to anticipate the necessary resources for the construction of the products, and also ensure that the facilitators have final objectives taking into account the requirements of the participants.

b) Expand the pedagogical achievements to all the schools in Tiquipaya

[...], for me it seems really egoistic in this part and I don't think that only the Sub-District should benefit, but the entire District. Perhaps it hasn't been extended due to the old District Direction holding back, with the Lic. Silvia. She was the one who held back the process because there was another NGO backed by Spain; so they gave more space to that project because it implemented the buildings of the administration. This Pedagogical Improvement Project of “Jesus Maestro” is exactly to improve the technical pedagogical part. I ask that the project is expanded to the entire district and not only kept to the Sub-District. There are more than forty schools in the district, what would be better than if we all had the welcome presence of the project to improve our work, to update ourselves and provide quality education (Gonzalo Fuentes, Teacher “Toribio Claire”. Tiquipaya, April 2012).

As we have signalled in the earlier sections, the Pedagogical Improvement Project was born within the realms of the Lutheran Education Project “Jesus Maestro”, with the goal of improving the quality of education in the entire Sub-District “Toribio Claure”, because one felt that the achievements of the mentioned school should be shared with other schools. But the current requirements from the authorities and municipal leaders and the teachers at the schools go beyond this initial goal, because it suggests an expansion to all the schools in the Municipal Section Tiquipaya.

The Pedagogical Improvement Project is currently the only institution that Works in the area of regular and special education in the municipality. Moreover, in these years it has shown positive results of its actions and has assured the necessary legitimacy and because of this has to answer in a reasonable way to the demand of greater coverage. To do this, it is necessary to make political decisions and to define strategies taking into account that the municipality has six educational Sub-Districts and more than 45 schools distributed in the valley- and mountain range zones.

c) Literacy teaching and vocational training for the parents

The parents in District 5 see with joy that their dream of having a school with good infrastructure and equipment has been fulfilled, and that their children no longer need to go far from home to carry out their primary and secondary schooling. Now the parents are also dreaming of being benefitted from the Pedagogical Improvement Project.

What I would like is that the Project continues, doing more chores, more training for the good of society, most of all in adult education. There are adults that not yet have learned to read and write, and there are several neighbours working in different places, they have left their children and it would be good if there was training in construction, carpentry and mechanics (José Grájeda, President of the OTB of Villa Satélite. Tiquipaya, April 2012).

The demand, in particular, is that the project helps so that some adults receive literacy teaching and thus may access, through reading and writing, other cultural areas. They also point out the need to train to be qualified for different jobs so that they may work in better conditions and in this way improve the situation of their family. The project should assume this challenge because these are needs that have been manifested for a long time, and because of this an adult education program should be elaborated that takes into account both demands and implement it with the backing of the municipal authorities, the district direction and the socio-communal education council. However, according to the project’s staff, there is a program of this type, and that the part of carrying it out to a large extent relies on the “Jesus Maestro” school.

d) Help in carrying out the new education act

The Pedagogical Improvement Project in the first two years has worked on several topics suggested by the new Education Act “Avelino Siñani and Elizardo Pérez”, but in a very generic way.

Honestly, we are not implementing the new education act, because we understand very little of it, we haven't been trained. So I wouldn't like to get involved in something that I don't understand and I prefer to do what I know. I would like for the project to help us with this, and also with the regional and diversified curricular designs; and even more because now they have reshaped the competences, the knowledge areas. This would be excellent for a workshop (Engrid Espinoza, Teacher "Jesus Maestro". Tiquipaya, April 2012).

The teachers working in the "Toribio Claure" Sub-District and in the schools in the Municipal Section Tiquipaya demand to know more in depth the new education act, most of all topics that have to do with regular and special education. In cooperation and sharing the responsibility with the district education direction one should elaborate an information and training plan about this new education reform. One should be careful to not do what the public institutions usually do; the project should take the essential parts that, for various reasons, the public institutions do not take. One contribution might, for example, be the elaboration and publishing of informative material about the 070 law.

e) The design and implementation of the curricula in special education

In the beginning they required several things that we should do for the special education centre. At least sixty per cent has been carried out [...] what we lack is the curricula. This work we left without neither initiating nor completing. As a special education centre we do not have a defined curriculum, and this was the strongest requirement we had, and we have not been able to start nor complete. As a special education centre this work lacks and it is a great debility we have (Juan Pablo Mancilla, Teacher "Jesus Maestro". Tiquipaya, April 2012).

The person demanding the curricular framework for special education is the one who in the past years was the responsible for the mentioned centre, but unfortunately was not even able to initiate the task. Beyond that warning, special education needs a curriculum so that the institution may consolidate its autonomous position within the Sub-District and Tiquipaya.

The curricular proposal for the special education centre should contain a curricular framework and should consider, from an inclusive education perspective, all the stakeholders in the education community, which are the teachers, parents and the students. Special education should be constituted as one of the characteristics of the "Jesus Maestro B" school, so that based on its experience it might capacitate other schools.

f) Strengthening and empowering UMADIS

The Municipal Unit for Attention about Disability (UMADIS) is an institution belonging to the Human Development Direction of the Municipal Government of Tiquipaya, administered by a person who is very dedicated and who sees very clearly the chores that has to be done related to the politics of social inclusion within the Municipality and the Department of Cochabamba.

From 2011 we have brought together all the institutions that work on the topic of disability, with the goal of uniting the efforts and avoiding doing double work. In this the Pedagogical Improvement Project has taken part so that we initially in some way may strengthen UMADIS to copy the experiences in other schools, focusing on the concept of social inclusion of disabled people in the municipality (Ambrocio López, Responsible for UMADIS, Tiquipaya, April 2012).

The Pedagogical Improvement Project should in a strategic way intensify its help to UMADIS with the purpose of helping construct an educational policy proposal with a social inclusion focus, taking into use the vast experience in special education. In Tiquipaya we find optimal conditions for the creation of a model municipality with a focus on social inclusion. The project should involve itself because its objectives are the same.

h) Training of teachers from the entire district

The training of teachers is one of the specialities of the Pedagogical Improvement Project and it is because of this that both teachers and education authorities demand that this specialty should shape and qualify all the teachers of the Municipal Section Tiquipaya.

In the education field here in Tiquipaya we are mainly helped by two institutions. One of them is the Pedagogical Improvement Project from “Jesus Maestro” which is helping us with the on-going up-dating of the teachers. They started with the “Toribio Claire” Sub-District, but it has been extended to the entire District; to the entire valley area and we hope there will also be a proposal for the mountain area. Of course the context in the mountain area is very different, but we know that they will help us with this challenge as well (Marlen Sánchez, Technician District Direction. Tiquipaya, April 2012).

Assuming this challenge is linked to the decision the project should make about extending its action coverage. In the hypothetical case of accepting, a plan for teacher training should be elaborated in cooperation with the public institutions and the help of the municipal government, and then be implemented, distributing responsibilities and roles. The municipal teacher training plan should contain the new education act and the topics that with success have been carried out in the “Toribio Claire” Sub-District.

i) Training of the Parent Committees

The new legal framework in education, in the area of social participation in the education, has modified the name, the focus and the roles. Essentially, instead of Parent Committees it is now called Community Education Councils; bringing co-responsibility between teachers, parents and students instead of the earlier pre-eminence of the parents. This entity may make decisions at curricular and administrative level. This modification affects the Parent Committees and their boards of directors, and because of this, and with a lot of reason, the Parent Committee leader of Tiquipaya solicits that the Pedagogical Improvement Project assumes the challenge.

The needs from this part of society are immense, because first; to talk about what is discrimination in this social level [several instances of social participation]; second; the training in the specific topics that they [the leaders of the parent committees] may reflect and be educated and third; to know what their social function really is. These aspects have always struck me as interesting because within the families not all the members have academic training; there are many parents who have learned in the school of life how to act in their own reality. For this reason, as the President of the District Parent Committee, I solicit help to train all the parents, at all levels, and about the laws as well (Freddy Zeballos, President District Parent Committee. Tiquipaya, April 2012).

As in the case of the teachers, a training program should be elaborated for all the boards of the parent committees, now named community education councils, to help the transition to their new roles, with a focus on co responsibility, and that they may get updated on their roles and responsibilities.

These are some of the challenges mentioned by several stakeholders in the education community that the Pedagogical Improvement Project should assume in the remaining time of the project. The majority of the challenges demand that the project, based on technical and financial criteria, define whether it should extend the coverage or not, and in this way keep contributing to the improvement of education quality as it claims.

10. Conclusions and recommendations

Considering the objectives of the Mid-Term External Evaluation, the current legal framework in the country in the area of education, the socio-educational situation and demands of the population in District 5 in Tiquipaya, the information collected and processed during the fieldwork such as the main challenges that come up after two years of implementation, we will in the following emit, in order of priority, a set of conclusions and recommendations with the purpose of highlighting the progress and adjusting some of the aspects so that the Pedagogical Improvement Project, in the three remaining years, may be implemented in an adequate and efficient way; achieving the ends and objectives it was created to meet.

- The Pedagogical Improvement Project was implemented in eight of the ten planned schools, and the partial results that have been reached until December 2011 are positive and encouraging. This is because the project has been able to establish the bases for the management with more certainty and security in the next years. It has a legal fundament that gives the necessary support and legitimacy from the main stakeholders in the education community, both at the level of the Sub-District “Toribio Claure” as well as with the municipal education instances.
- Among some of the partial achievements reached by the Project one may point out the coordinated work that is carried out with the stakeholders in the education community (teachers, families and students), the support to cultural activities so they may be a part of the institutional identity of some of the schools (the theatre in “Toribio Claure” and native music in Los Molinos), the approach to key topics in educational development (self-esteem, disability), the encouragement towards the participation of the students, the establishment of a culture for continuous training of the teachers and the strengthening of the confidence and security in their educational performance as teachers.
- Among the most relevant challenges the Project should take on in the three remaining years, are the reorientation of the workshops so they are converted to productive arenas, the expansion of the coverage to extend the achievements to the entire District, the management and implementation of a program for adults that includes literacy education and vocational training, training to contribute to the concretion of the new education act, the design and implementation of a curricular framework for special education, the strengthening and empowerment of UMADIS, the training of all the teachers in the District and the support to the current parent committees so they may transform into the socio-community education councils and participate in the decision making process at a technical curricular and administrative level.
- The most notable weaknesses that one may demonstrate in the project, and that might have a negative influence if they are not corrected immediately, are the following: an insufficient technical and interdisciplinary team, the lack of a culture of systematization and investigation, insufficient approach to new education rules, the lack of an office that permits a proper institutional identity and the lack of policies for editing and publishing education materials.

- The social and educational results that have been achieved, mainly related to the training of teachers, the support to the students and the training of the parents associations, have influenced the municipal and education authorities to demand that the project attends the entire Municipal Section Tiquipaya. It is recommendable that this challenge is assumed, but different strategies should be defined to attend to the district located in the mountain zone and the valley. Moreover, the resources should be used in a reasonable way, because the expansion of coverage has consequences, even in the constitution of a technical team with more technical staff. In any case, the actions that are developed should be part of the municipal education policies so that they may be more successful, without putting aside the goal, which is to improve the quality of the education.
- The Pedagogical Improvement Project, to be carried out from 2010 – 2014, did not have a specific Operational Plan from 2010, and because of that, the running of the project, that started in the second semester, was guided by the staff of the project. The lack of an operational plan, it seems, influenced significantly that the project only partially has a proper management system (planning, carrying out, follow up and evaluation), and it is because of this, probably, that it has different objectives²⁴, which then influenced in the definition of the specific objectives, the lines of action, the strategies, the indicators and the activities. If one wants to fulfil the objectives, it is necessary to have an adequate and coherent management system from year three.
- The implementation of the Project started with a slight delay, and not in the beginning of 2010 as planned. This was due to, among other factors, the technical and financial overlapping with the Lutheran Education Project “Jesus Maestro”, which was carried out in the decade 2001 – 2010. This situation even provoked internal conflicts between persons and stakeholders in the two projects, and also with authorities and teachers in “Jesus Maestro”. With all this, 2010 was a kick-off year for the project, and in this sense, it mainly concentrated on information and socialization of the project, in accommodation of the new legal framework in the country and the gathering of the demands and suggestions from the education community with the purpose of making the necessary changes to grant the necessary feasibility.
- During the field work we have been able to confirm that the project has three beneficiaries, which in order of importance are the teachers, the students and the parents. This is, without doubt, a good decision because the educational facts and actions are determined by the influence of these stakeholders. But the project should not forget that the main objective is to contribute to the improvement of education, which, inevitable, is materialized in the students, and because of this the training and help to the teachers should be considered as a means to this end.
- The project’s promotion of the development of a set of workshops for teacher training in the Sub-District about topics relevant to the personal and professional development, was important because it allowed reflection beyond the strictly

²⁴ The objective of 2010, according to the report, refers to administrative and pedagogical management; the operational plan for 2011 contains five objectives that refer to the stakeholders of the Project; while the report for 2011 presents an objective referring to quality of education.

educational to have impact on the individual, family and social life of the participants. We are referring to the topics self-esteem and motivation, education to overcome conflicts, education and disability, value education, human relations and personal development, psychomotricity and development of skills, personal holistic development and caring education among others. One ponders the peculiarities of the facilitators, who with some pedagogical relevance achieved a positive impact on the participants to then also have a positive impact on teaching and learning with students. The project aims to systematize the experience and make it a substantial component of the proposal, building a specific program that includes the topics, methodologies and teaching materials.

- The project, in an incipient way, has begun implementing training courses for teachers and education authorities on issues of educational management; we refer to curriculum planning and evaluation under the new education legislation. This topic has to be established in the following years in a substantive component of the project, but should emphasize elaborating materials and tools for immediate use, as requested by teachers, in coordination with the District Direction of Tiquipaya and state educational institutions.
- We note a lack of treatment of specific issues that are now constitutional, i.e. the topics of intracultural, intercultural and multilingual education; decolonizing education, technical and productive education, basic and diversified regional curriculum, social community participation in education among others. This was because, to date, although the new Education Act "Avelino Siñani and Elizardo Perez" is in effect since 2010, state educational institutions still lack clarity on these issues and, therefore, the regulations to the Act are still in process. However, given that these issues require a certain level of expertise, both in the theoretical and practical approach, the project must make strategic alliances with entities devoted to these topics, involving state educational institutions of the municipality and the department.
- Since the start of the implementation of the project to the present, the human resources that have been hired are intended predominantly for institutional administrative level, at the expense of the institutional technical field. To overcome this difficulty, several consultants or professionals specialized in some areas of education should be hired. This situation, to some extent, is influencing so that the technical results of the project are only being met partially. It is urgent to make a reallocation of responsibilities, and more so when there is a demand for the project to extend beyond the scope of the Educational Sub-District "Toribio Claure". It requires the establishment of a multi-and interdisciplinary technical team that apart from implementing the project are to perform rigorous monitoring and evaluation to then systematize the educational experience in order to disseminate their achievements and learning in other contexts.
- The project has been developing its actions from the "Jesus Maestro", but it is a sheltered space that causes difficulties in its relations with the authorities of the establishment, in their actions with other educational units and institutions of the Municipality of Tiquipaya and especially in its construction and definition of an institutional identity. Because the coverage now is for the entire Sub-District and even the District, it is recommended that its principal office in the time remaining is

located in a strategic location that allows it to respond autonomously and proactively to all stakeholders.

- The Pedagogical Improvement Project's main component is to help improve educational quality. This concept, in the context of the project, is partially defined and its realization is not noticeable on the level of strategies, indicators, outcomes and goals. It is urgent to analyse, extend and deepen these concepts to then impregnate them in the educational activities to be deployed. Along with educational quality, it is necessary to also elucidate notions such as a holistic pedagogical approach, inclusive education, gender equity, intracultural and intercultural education. These definitions should be operational in the theoretical framework underlying the project.

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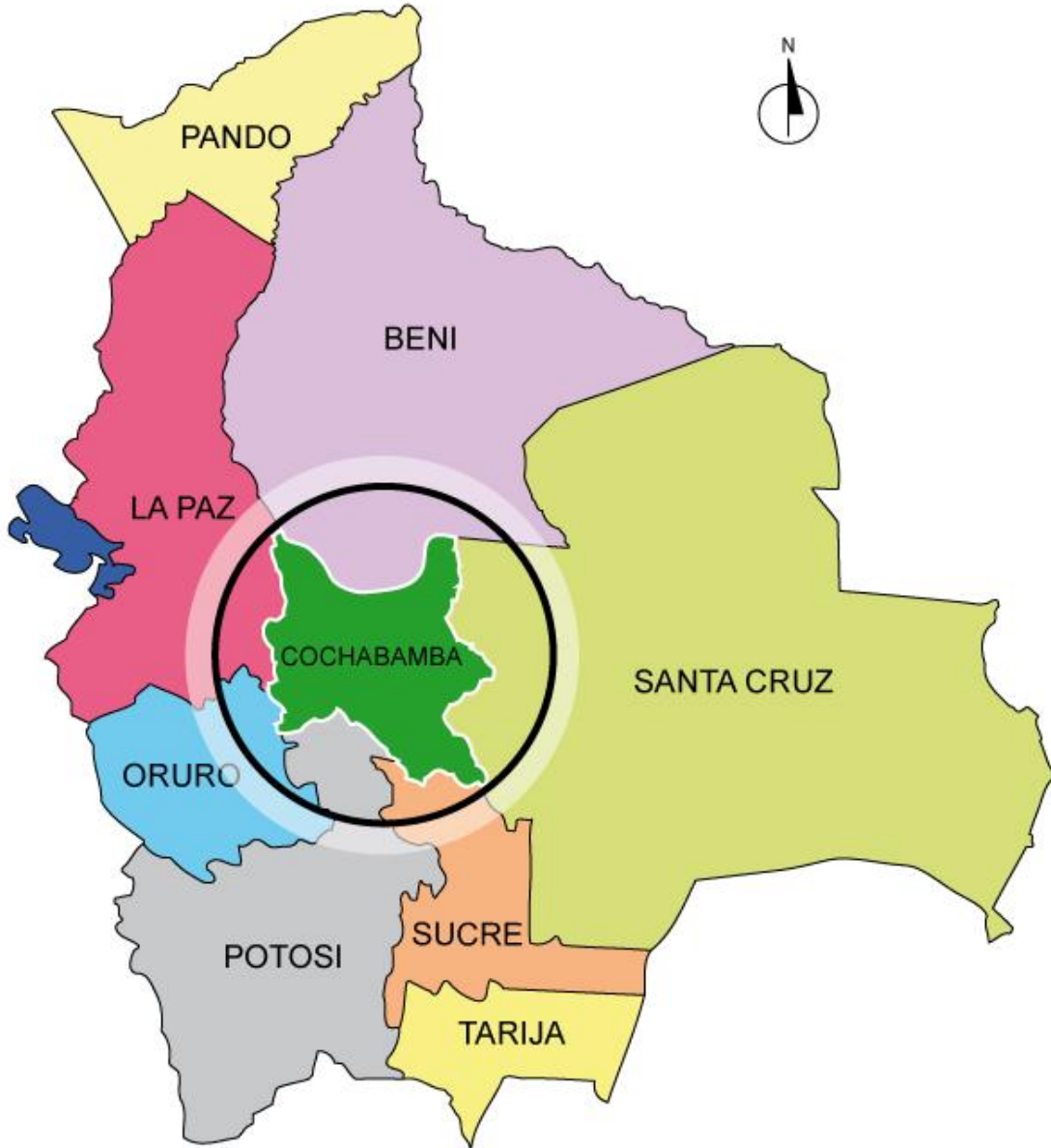
Annex

Annex 1
Interviews according to schools and positions

Date	School	Persons	Positions
Monday April 16 th	Toribio Claire	<ol style="list-style-type: none"> 1. Esteban Llusco 2. Guido Borda 3. Victoria Guizada 4. Enrique Ayaviri 5. Guillermo Meneses 6. Gonzalo Fuentes 7. Magaly Mamani 8. Gonzalo Rocha 9. Erika Aguilar 10. Fidelia 11. Ivana Sejas 	<ul style="list-style-type: none"> - Parent leader - Director - Music teacher - Primary teacher - Primary teacher - Primary teacher - Primary student - Primary student - Primary student - Primary student - Primary student
	Los Molinos	<ol style="list-style-type: none"> 1. Flora Barrios 2. Elizabeth Rojas 	<ul style="list-style-type: none"> - Primary teacher - Primary teacher
Tuesday April 17 th	Jesus Maestro	<ol style="list-style-type: none"> 1. Pedro Orozco 2. Geovana Luizaga 3. José Grájeda 4. Rosmery Coca 5. Ingrid Espinoza 6. Alfonso Escalera 7. Rosario Jiménez 8. Gabriela Moscoso 9. Sorayda Colque 10. Evelyn Pereira 11. Fabiola Martínez 12. Rosaura Calle 13. Juan Pablo Mancilla 14. Bertha Sánchez 	<ul style="list-style-type: none"> - Parent leader - Teacher secondary - President OTB V. Satélite - Principal - Teacher, pre-kinder - High school graduate 2011 - Teacher, special education - Teacher, kinder - Primary teacher - Teacher, special education - Teacher secondary - Assistant, kinder - Teacher, religion - Teacher secondary
Wednesday April 18 th	Ciudad de los Niños	<ol style="list-style-type: none"> 1. Carlos Montecinos 2. Rolado Ortuño 3. Reyna Quispe 4. Julia Ríos 5. Djive Ortuño 6. Miriam García 7. Marcia Álvarez 	<ul style="list-style-type: none"> - Director CIFA Secondary - Teacher, carpentry - Primary teacher, religion - Primary teacher - Mathematics teacher CIFA - Primary music teacher - Primary teacher
Thursday April 19 th		<ol style="list-style-type: none"> 1. Abraham Vega 2. Ambrocio López 3. Marlen Sánchez 4. Freddy Zeballos 5. Hanne Baardseth 6. René Mendoza 7. Roberto Calero 8. Javier Villarroel 9. Elizabeth Ahenke 10. Liliana Delgado 	<ul style="list-style-type: none"> - Director Human Development - Responsible UMADIS - Technician District Direction - Parent leader CIFA Medio - Board member, ICEL - President ICEL - Board member, ICEL - Secretary General ICEL - Responsible UDI – PMP - Director PMP

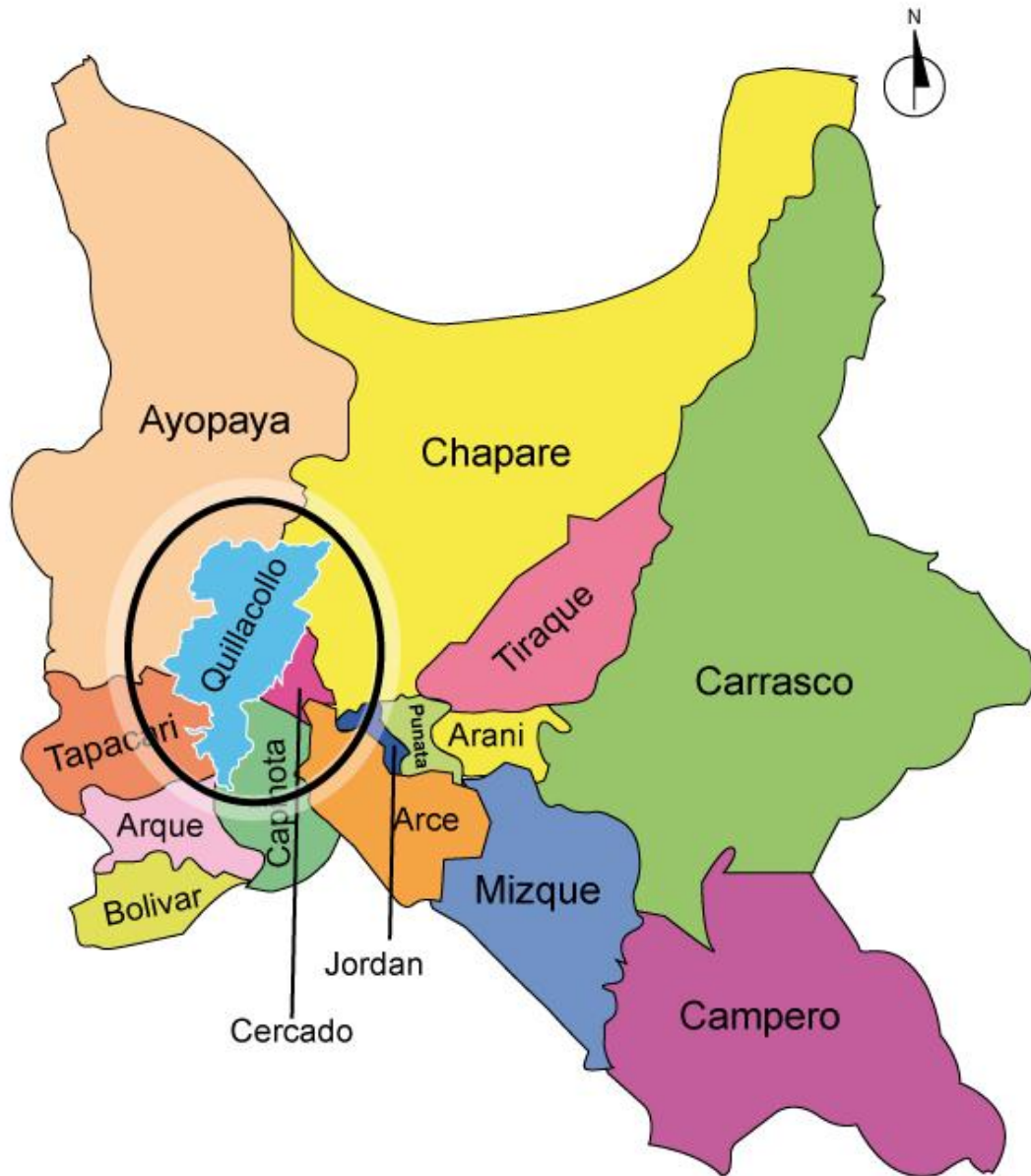
Annex 2: Maps

Map 1
The Republic of Bolivia



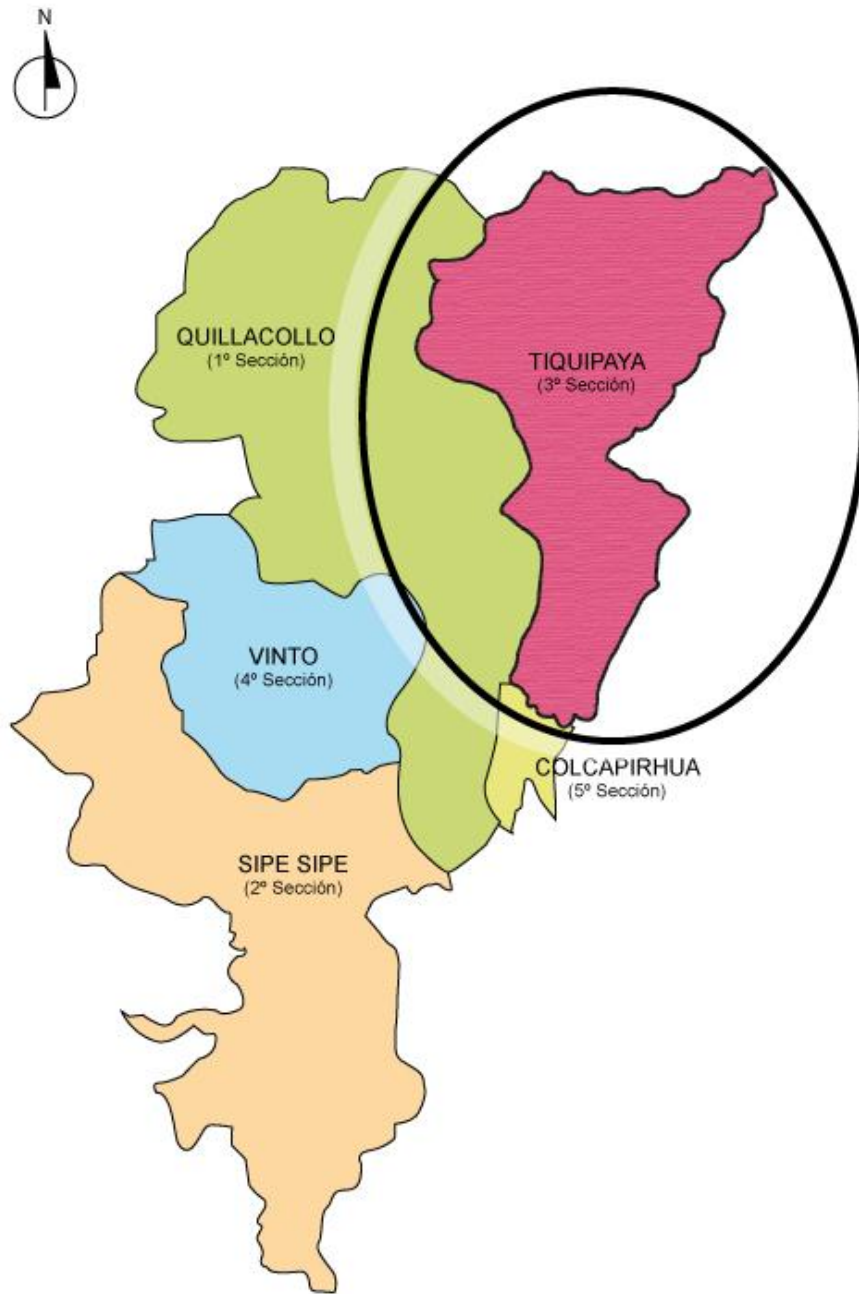
Source: Own elaboration based on <http://www.bolivia-internet.com>. Cochabamba, February 2011.

Map 2
Department of Cochabamba



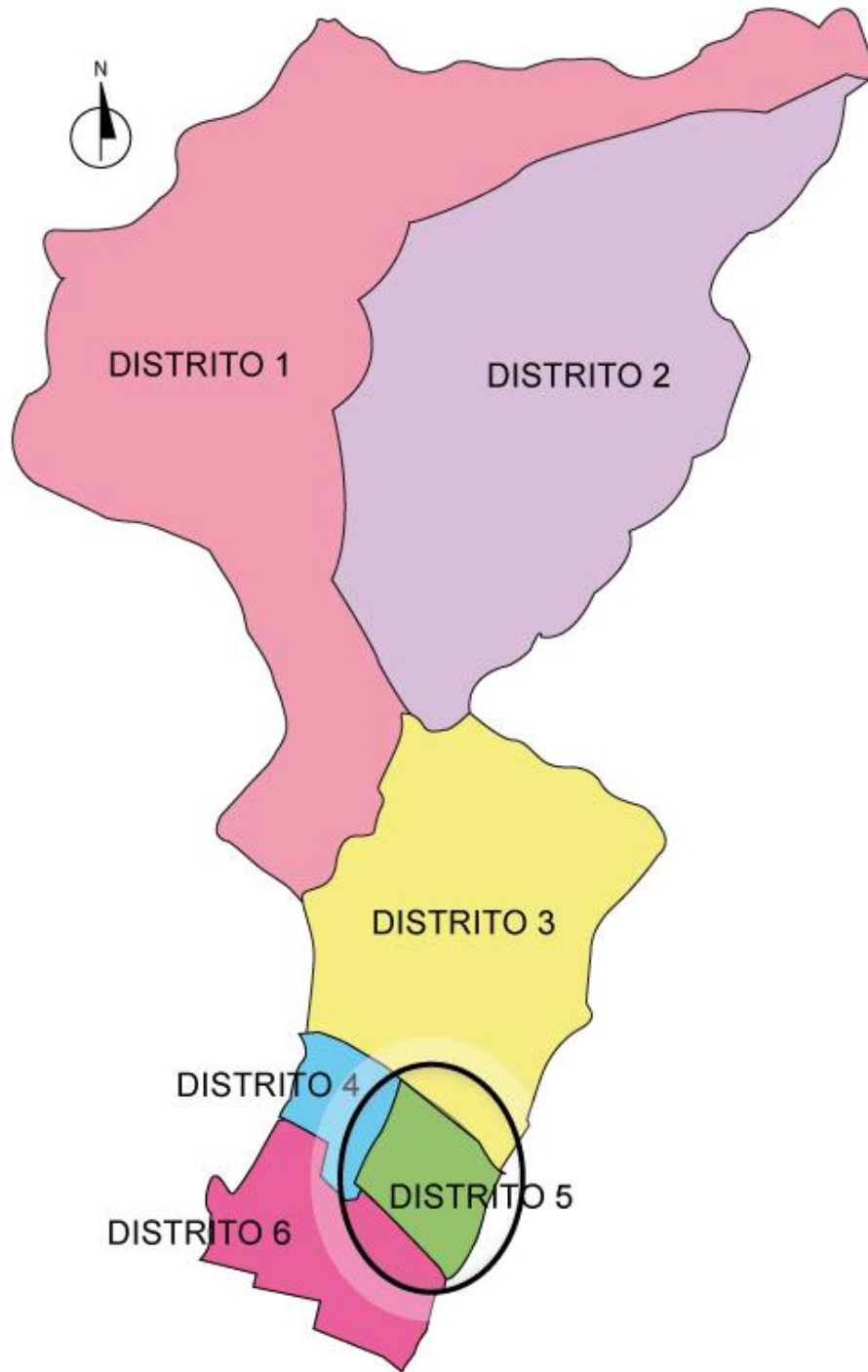
Source: Own elaboration based on <http://www.fortunecity.es>. Cochabamba, February 2011.

Map 3
Province of Quillacollo



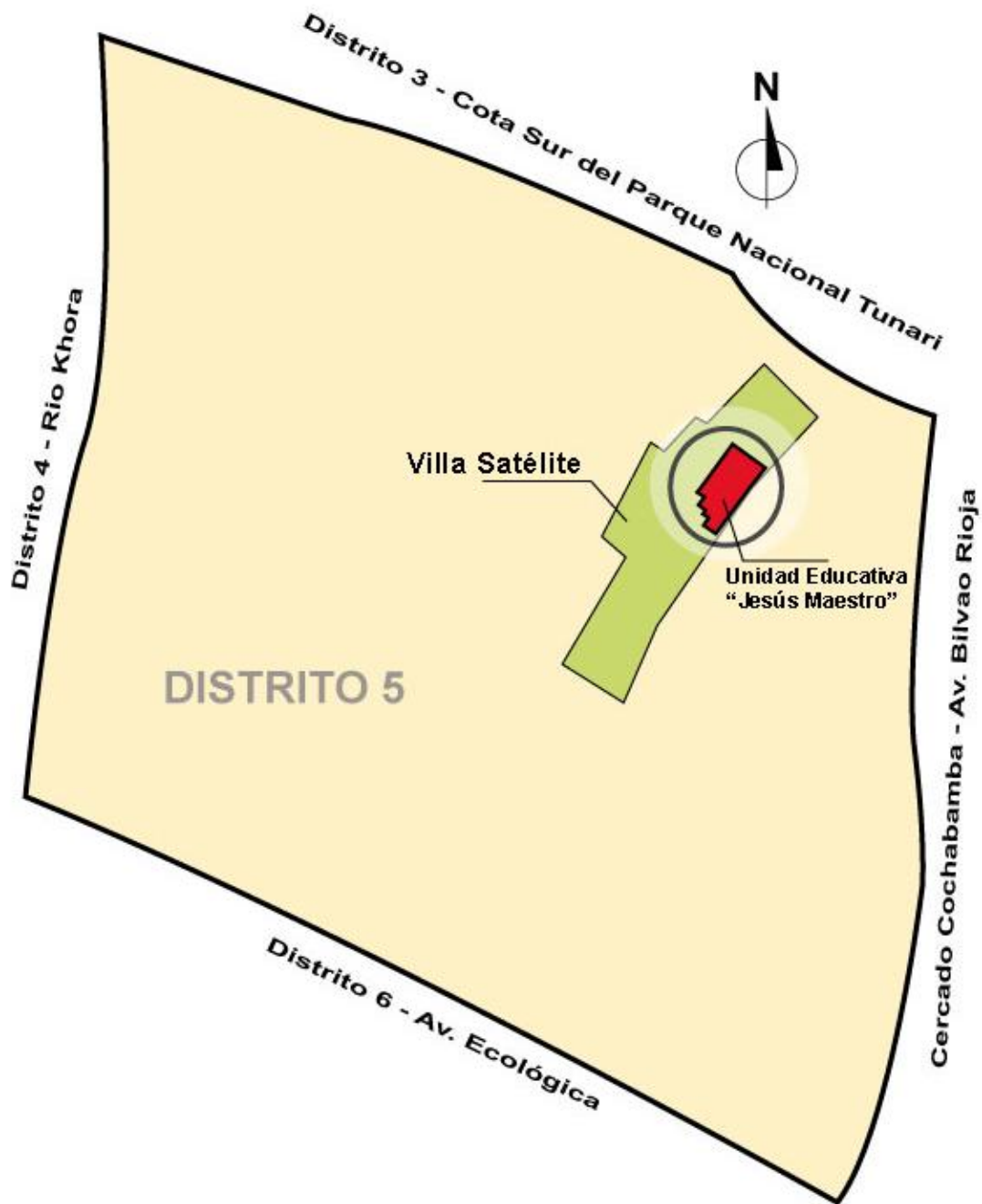
Source: Own elaboration based on <http://www.buscainmoviliarias.com>. Cochabamba, February 2011.

Map 4
Municipal Section of Tiquipaya



Source: Own elaboration based on Comprehensive Development Plan of Tiquipaya 2007-2011. Cochabamba, February 2011.

Map 5
District 5 of the Municipal Section of Tiquipaya



Source: Own elaboration based on information given by José Grájeda, President of the OTB Villa Satélite. Cochabamba, February 2011.

Annex 3: Participants in events in 2011

Table 3.1
Teachers: Participants in events in 2011

Name of workshop	Invited	Participants	Number	Facilitator	Date	Place
Self-esteem and motivation in teacher practice Module 1.	"Jesus Maestro".	Teachers from the school	78	Dr. Santino Rita Machado.	- March 11th - April 1 st and 8th	"Jesus Maestro".
Self-esteem and motivation in teacher practice Module 1 and 2 in Ciudad de Niños. Module 2 in "Jesus Maestro".	- Ciudad de Niños. - "Jesus Maestro".		110	Dr. Santino Rita Machado.	- April 2, 9, 15, 29 and 30 - May 6, 7, 14	- Ciudad de Niños. - "Jesus Maestro".
Transforming disability into ability.	"Jesus Maestro".	Teachers from the Sub-District "Toribio Claire" and educators working with special education.	78	Dr. Santino Rita Machado.	- May 9,10, 23 and 24 - June 7 and 8.	"Jesus Maestro".
- Reflection with the teachers as a pedagogical exercise. - Education to overcome conflicts.		Administrative, pedagogical and assistant staff of "Jesus Maestro B", students from UMSS.	64	Dr. Santino Rita Machado.	- June 25.	"Jesus Maestro".
Human relations and personal development.	"Toribio Claire".	Teachers and administration.	32	Dr. Santino Rita Machado.	- July 26 and 28.	Building 2 of the school.
- Reflection with the teachers as a pedagogical exercise. - Education to overcome conflicts.	Ciudad de los Niños, CIFA Intermedio and Medio and Hogar Villa Amistad.	Administrative, pedagogical and assistant staff.	50	Dr. Santino Rita Machado.	- August 8 and 11.	"Luis Espinal" auditorium in Ciudad de los Niños.
Psychomotricity and the development of psychomotoric skills in education.	Schools in the "Toribio Claire" Sub-District.	Professionals and educators in institutions working on initial and primary level.	30	Dr. Santino Rita Machado.	- July 4 and 8.	"Cristo Redentor".
Caring education and holistic personal development.		Educational and social institutions.	53	Dr. Santino Rita Machado.	- November 7, 8 and 9.	Auditorium "Panoramic", Edificio Esperanza, 6 th floor.

Table 3.2
Students: Participants in events in 2011

Name of workshop	Invited	Participants	Number	Facilitator	Date	Place
First workshop of folkloric dance	Ciudad de los Niños and CIFA Intermedio.	Primary students.	40	- Rafael Morales (Group 1). - Enrique (Group 2).	December 6 th to January 30 th 2011.	Video and game room in Ciudad de los Niños.
Puppet festival in "Toribio Claire" Sub-District.	"Toribio Claire", Ciudad de los Niños and "Cristo Redentor".	Primary students.	1500		March 28 th .	
Children's' rights and obligations.	"Jesus Maestro B".	Students.	40	Rafael and Enrique.	April 12 th	Plaza Principal in Tiquipaya.
School theatre in "Toribio Claire". First stage.	"Toribio Claire".	Secondary students.	44	Juan Argandoña, Director of TADIC.	May 20 th to 25 th .	"Toribio Claire".
Training workshops on values.	"Jesus Maestro".	11 classes from 1 st to 6 th in secondary and home room teachers.	384	Dr. Santino Rita Machado.	May 30 th and 31 st and June 1 st , 2nd, 7 th , 8 th , 10th and 14 th .	Theatre at "Jesus Maestro".
First workshop of Bolivian folkloric dance	Internal and external children at Ciudad de los Niños.		17		May 23 rd to June 22 nd . Mondays, Wednesdays and Fridays.	Auditorium "Luis Espinal" at Ciudad de los Niños.
Training workshops on values.	CIFA Intermedio.	4 classes of 1 st and 2 nd grade in secondary with their home room teachers.	119	Dr. Santino Rita Machado.	June 15 th , 16th, 17 th and 20th.	
First encounter of secondary students of the "Toribio Claire" Sub-District.	"Jesus Maestro".	Secondary.	52	Dr. Santino Rita Machado.	July 2nd.	
Training workshops on values.	"Toribio Claire".	12 classes from 5 th and 6 th of primary and 1 st and 2 nd of secondary with their home room teachers.	376	Dr. Santino Rita Machado.	- July 25 th , 26 th , 27 th , 28 th and 29 th - August 1 st , 2nd and 3rd.	
Training workshops on values.	Ciudad de los Niños and CIFA Intermedio.	4 classes from 5 th and 6 th of primary with their home room teachers.	141	Dr. Santino Rita Machado.	August 9 th , 10 th , 11 th and 15th.	Auditorium "Luis Espinal" at Ciudad de los Niños.

Training workshops on values.	"Jesus Maestro"	4 classes from 5 th and 6 th of primary.	139	Dr. Santino Rita Machado.	August 17 th , 18 th , 19 th and 25 th .	
Training for students in human relations connected to values towards people with disabilities or different abilities.	"Jesus Maestro".	Students of 5th (A-B) and 6 th (A-B) in primary.	139	Lic. Isela Velásquez Gonzales.	August 22 nd .	
Training for students in human relations connected to values towards people with disabilities or different abilities.	Ciudad de los Niños.	Students of 5th (A-B) and 6 th (A-B) in primary.	141	Lic. Isela Velásquez Gonzales.	August 17 th .	
Prevention Campaign on HIV - AIDS.	"Jesus Maestro".	High school graduate students.	35	Dr. Santino Rita Machado and the PMP Team.	August 26 th to 28 th .	Theatre of "Jesus Maestro", Plazuela in Trojes.
Puppet show to motivate for reading and writing.	"Jesus Maestro", Molinos, Ciudad de los Niños, "Jesus Maestro B" and Colegio Noruego.	Primary students.	1005	Títeres Katari.	September 15 th and 16 th .	
Workshops to construct zampoñas and setting up a musical group.	Molinos.	Initial and primary students.	25	Arsenio Mamani and Marco Herbas.	- September 26 th , 27 th and 29 th - October 3 rd to November 29 th .	Molinos.
Second theatre festival Second stage.	"Toribio Claire".	10 classes from 4th, 5th and 6th of primary.	290	Juan Argandoña, Director of TADIC.	September 19 th to October 7 th .	
After school academic help.	"Jesus Maestro".	Secondary students.	25	- Assistants from UMSS. - 2 psychologists.	October 10 th to December 9 th .	Centro Integral la Gotita.
Second theatre festival Third stage.	"Toribio Claire".	12 classes from Kinder and 1 st and 2 nd of primary.	406	Juan Argandoña, Director of TADIC.	October 24 th to November 11 th .	
Spiritual retreat.	"Jesus Maestro".	High school grad. students.	33	Dr. Santino Rita and René Mendoza.	November 1st.	

Table 3.3
Parents: Participants in events 2011

Name of workshop	Invited	Participants	Number	Facilitator	Date
The train of family dreams.	Ciudad de los Niños and CIFA Intermedio.	Parents and tutors.	143	Dr. Santino Rita Machado.	June 10 th , 16 th and 24 th and July 27 th .
The train of family dreams	“Jesus Maestro”, secondary.	Parents and tutors.	127	Dr. Santino Rita Machado.	June 13 th and 27 th .
Looking at the family with responsibility.	“Jesus Maestro”, primary.	Parents and tutors.	223	Dr. Santino Rita Machado.	July 21 st and 28 th .